



1933

## Intramural athletics for the small high school

Maurice R. Wood  
*University of the Pacific*

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INTRAMURAL ATHLETICS  
"FOR THE  
SMALL HIGH SCHOOL

By

Maurice R. <sup>usy</sup> Wood

A-Thesis

Submitted to the Department of Education  
College of the Pacific

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In partial fulfillment  
of the  
Requirements for the  
Degree of Master of Arts

APPROVED:

*J. William Harris*  
Head of the Department

DEPOSITED IN THE COLLEGE LIBRARY:

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DATED:

*May, 1933*

## PREFACE

The writer wishes to express appreciation to Mr. J. Intramural athletics in the small high school should be a program of sports for all. The small high school with its limited financial and athletic equipment will do well to recognize the general trend of physical education by developing an athletic program of "activity for activity's sake".

Working in the physical education department of small high schools for the past four years, the writer is aware that there is a need for a program of athletics for all. The program presented in this thesis is the result of investigation and practical experimentation with intramural athletics for boys in the Live Oak Union High School, Morgan Hill, California.

Intramural athletics has been much discussed and studied, but there is still need for setting up workable programs in small high schools; and it is believed that the program here developed will be usable in other small high schools, where situations are similar. During the year 1931-1932, the intramural sports program has been in operation with excellent results, both in participation and interest. A splendid spirit of co-operation among the students has been developed with a great deal of enthusiasm for participation.

The writer wishes to express appreciation to Dr. J. W. Harris, Dean of the School of Education of the College of the Pacific, for his inspiring assistance given during the development of this study.

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## INTRODUCTION

Intramural athletics, the beginning of a new era in which there is no discrimination and all are given an opportunity to participate in the program, is the hope and salvation of our modern program of physical education in secondary schools. Through this program stress placed upon the select few is prohibited.

One of the most important problems in the intramural program is the logical division of students into groups so that teams may be formed having a group loyalty, yet evenly matched. In this respect, the boys of the high school were divided into four groups, chosen by four boys appointed by the instructor in athletics, who acted as the advisory council in all matters pertaining to the program. The result was the apportionment of the superior athletes evenly on all teams, establishing a well balanced method for participation.

The intramural system described has developed with the following educational procedure:

1. There is an equalization of playing ability of teams. Competition between group teams is very even with some of the contests and contestants developing considerable rivalry.

2. Leadership is furnished by the students. Students are responsible for the coaching, organizing, officiating, planning and conducting of games.



3. The games are under the players' control. The selection of members of the teams, and the playing of games is entirely worked out by the students.

4. Students are encouraged to participate. A student may enter a team any time he desires to do so.

5. The sports which have value are encouraged as a means of worthy use of leisure time in later life.

The writer by extensive reading and practical experimentation in the field of intramural athletics, believes this contribution to be usable in small high schools.

## CONCEPT OF THE INTRAMURAL PROGRAM

The word intramural is derived from two Latin words, intra, meaning within, and mural, meaning wall, and refers to that activity which takes place within the boundaries of a particular institution. Intramural activities may therefore be defined as organized competitive activities among organizations or units within the walls of an institution.

Intramural activities probably dates back to the 19th century English schools, but the philosophy thereof has been derived from the Greeks at least, and is the philosophy of athletics in general.

**SOURCES OF THE INTRAMURAL PROGRAM**

The Olympic games, which were originally of a religious nature, were the first competitive activities of ancient times. These games symbolized Greek culture and democracy. The Olympic games included of the Olympic games has been gradually becoming a fine standard for modern physical and educational programs.

Plato of Greece and Aristotle of Rome, the outstanding philosophers of ancient times, expressed their conviction of the contribution of play towards character development.

A. M. Dreyer, H. M. Smith, *Intramural Activities and Play*, 1925.

Overlaid, The Philosophy of the Olympic Games, deposited in the library of the College of the Pacific.

## SOURCES OF THE INTRAMURAL PROGRAM

The word intramural is derived from two Latin words, intra, meaning within, and muras, meaning wall, and refers to that activity which takes place within the imaginary walls of a particular institution. Intramural athletics may therefore be defined as organized competitive athletics among organizations or units within the walls of an institution.<sup>1</sup>

Intramural athletics probably dates back to the 16th century English schools, but the philosophy back of them dates from the Greeks at least, and is the philosophy of athletics in general.

History tells us that nations have succeeded in democracy and civilization in almost exact proportion to their participation in, and emphasis on, competitive games and athletics.<sup>2</sup>

The Olympic games, which were originally of a religious nature, were the first competitive activities of ancient times. These games symbolized Greek culture and philosophy. The widespread influence of the Olympic Games has done much towards creating a fine standard for our modern physical and educational programs.

Plato of Greece and Quintilian of Rome, two outstanding thinkers of ancient times, expressed their conviction on the contribution of play towards character development.

<sup>1</sup> E. M. Draper, G. M. Smith, Intramural Athletics and Play Days.

<sup>2</sup> Loveridge, The Application of Judd's Theory, deposited in Library of the College of the Pacific.

For he who has good character becomes a good democratic citizen and furthers civilization.

With such a foundation for athletics, early modern play and games were credited with possessing moral potentiality by Locke, Basedow, Cutsmuths, and others.<sup>1</sup> Each of the different countries, as they developed democracy and civilization, realized that athletics was one of the factors in their development.

In England, we read of school games between the different houses and student groups at Winchester College. Winchester is the oldest secondary school in England, and it established types of traditions which were later adopted by Eton and other of the great public schools. Foremost among such traditions was that of games between different student groups within the school --intramural as opposed to interscholastic contests. Thus the several schools, in many instances, came to have their own peculiar rules which, as they developed, tended to preclude, at least in certain types of sports, any games except those played within the school. John Corbin, in his School Boy Life in England, gives us the following description of football as played in recent years at Winchester, which has evolved from an original

<sup>1</sup> Bowen and Mitchell, The Theory of Organized Play, p. 329.

game that dates back to the middle of the sixteenth century.

All sorts of matches were played. Each house holds games to develop new players, and towards the end of the year a series of matches takes place among the three grand divisions of the school, the colleges, who number seventy; the pupils of the old masters' houses, who number two hundred; and the commoners, who number one hundred and sixty. Between these divisions there are three sets of games, for the older, middle, and younger boys. These are called "Canvās", "Middle Game", and "Junior Game". The fifteen matches take place in the first week of November, and the sixes in the first week in December. The most exciting match of the year is between the team chosen from the entire school and a team of "Old Wykes"--made up of Wyke-maists at the Universities.<sup>1</sup>

In 1840, Thomas Arnold, the great headmaster at Rugby School in England, deliberately introduced play and athletics, with special emphasis upon team games, into his school curriculum, as subjects more important for their moral values than for health and recreation.<sup>2</sup>

Germany, during the first part of the 19th century, stimulated physical education with an ultimate view in mind; that of freeing Germany from the grip of France. Father Fredrick Ludwig Jahn (1778-1852) employed the theory of mass drill and heavy apparatus work in an effort to build up big muscles. This became the dominant note in the physical activity of the German people; games of competitive nature were secondary.<sup>3</sup>

<sup>1</sup> John Corbin, School Boy Life in England, p. 46.

<sup>2</sup> Bowen and Mitchell, op. cit., p. 329.

<sup>3</sup> Draper and Smith, op. cit., p. 4.

The Swedish system with its emphasis on the curative and corrective value of gymnastics and commonly known as medical gymnastics, was largely the result of the work of Per Henrik Ling (1776-1839).

Ling saw in his physical education system a hope for recovering national honor by developing a brave and sturdy class of citizens who could recover by military means the lost states of Pomerania and Finland. It was an adult-conceived, formal, anatomical system with emphasis upon the values of gymnastics for the weak as well as the strong. Stress was laid on anatomical knowledge, orderliness, and the adaptation of the methods of instruction and exercises to the growth of the child. Games supplemented the corrective work. The features of American physical education which emphasize the corrective values of exercises based on a knowledge of anatomy and physiology are of Swedish origin.<sup>1</sup>

American physical education theory, developed during the 19th century, was adopted and modified from the theories held by Greece, England, Germany, and Sweden. The vigor and energy of a people who had developed a new continent caused a new emphasis to be placed on competition, play, freedom, games, athletics, and the dislike of discipline. Organized competition became the byword of American physical education, and with this the

<sup>1</sup> Draper and Smith, op. cit., p. 5.

spectators demanded highly specialized men to perform, gradually working into the professional idea of today. This resulted in a decided neglect of one of the important features of English athletic life--the almost universal athletic participation.<sup>1</sup>

The intramural athletic program in American Colleges was in the formative stage from 1905 to 1912. During this period there began to evolve definite class organizations with competitions leading to championships.<sup>2</sup> The American college idea, unlike that of Germany and Sweden, was not for military glory, but to develop "varsity" candidates. In the American High School the intramural plan grew from within, the gymnasium periods gradually breaking away from formal gymnastics to the playing of games.

The natural desire for sports and competition, which is strong in the normal youth, sought expression in impromptu challenge games on the part of students who were not capable of making the first team.<sup>3</sup> From this "unorganized" idea on the part of the students, the stage was set for the fostering and organizing of a real intramural

<sup>1</sup> Draper and Smith, op. cit., p. 7.

<sup>2</sup> Leonard B. Plummer, Athletics in Secondary Schools.

<sup>3</sup> Elmer D. Mitchell, Intramural Athletics, p. 7-8.

program in the schools. Student management was dominant during the first stages of development of the program. Between the years 1905 and 1912 the student-controlled movement was growing too large to be handled without some stronger and more permanent centralized authority. The various athletic associations, which had been permitting the use of their fields and facilities for this type of student activity, began to see that it was necessary to control, or at least to step in and exert limited control. In the year 1913 the University of Michigan, and later Ohio State University, both in the Western Conference, inaugurated Departments of Intramural Athletics in control of one man who was expected to develop the demands for competition in the various leading sports. The promotion of universal athletics appealed to all students alike, for here was an opportunity for self expression. Educators were quick to realize the physical and educational value of such interest to those who really needed it.<sup>1</sup>

The intramural programs of American universities gained little from Greece, England, Germany and Sweden in method of organization and administration.

<sup>1</sup> Draper and Smith, op. cit., p. 7-8.



1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

The objectives of industrial education are: (1) To develop character; (2) To give the mental stimulation; (3) To develop character through work; (4) To have the child utilization as part of the curriculum in secondary

What can be done?

Play the role of a task force in the investigation.

## II

11  
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## THE OBJECTIVES OF INTRAMURAL ATHLETICS

[illegible]

certain consider some of the reasons why it is wise  
 to avoid the danger of the law to take part in a wide  
 range of legal activities. The fundamental reason is  
 of course that it is hard to keep the going up and  
 down as well as others, a strong tendency to play to  
 be a himself back to catch up all over, his skills, and

Page 1 of 1

## THE OBJECTIVES OF INTRAMURAL ATHLETICS

The objectives of intramural athletics are: (1) To play for recreation; (2) To play for mental stimulation; (3) To develop character through play; (4) To have intramural athletics as part of the curriculum in secondary schools.

### Play for Recreation

Play has an important place in the consideration of modern philosophers of education. For example, Ross L. Finney has this to say:

Play is an important part of life, for students as well as adults; and as civilization removes the human animal farther and farther from a state of nature, there is increasing need of organizing systems of recreation according to the dictates of reason, not to say of science. The very fact that children and adolescents are now confined in schools so much of their time is in itself sufficient reason for organizing the school program in such a way that they will, at least, not be deprived of normal opportunities for play and social intercourse.<sup>1</sup>

Let us consider some of the reasons why it is wise and useful to encourage the boy to take part in a wide range of physical activities. The fundamental reason is because there is inherent in every healthy young animal, human as well as others, a strong tendency to play, to test himself out, to develop his powers, his skills, and

<sup>1</sup> Ross L. Finney, A Sociological Philosophy of Education, p. 176.

to realize his potentialities both in comparison with his earlier performances and in contrast with his fellows.<sup>1</sup>

Play is nature's method of education and development in the physical field. The only way in which the individual can secure the development of certain skills, aptitudes, and the nervous control which are fundamentally educational, or in which he can develop emotional poise and a sense of competency, is through participation in athletic games under proper conditions.

The value of play activity and play experience is not limited to the young. In modified form, various programs of sports have a valuable function throughout the whole period of adolescence and into adult life. However, such play activities are not limited in their effects to the physical aspects of life. The contribution is very great to the development of nervous control, alertness, keenness, emotional poise, and endurance, all of which are good social qualities and immensely important from the educational point of view.<sup>2</sup>

We have too much followed the drift of custom, not to say of fashion, in the use of games and sports as a means of developing personality and moral character; this movement lacks as yet an adequate philosophy. Such a

<sup>1</sup> Dr. Joseph E. Raycroft, "The Difference Between High School and College Athletics", Wingate Memorial Athletic Lectures, Columbia Broadcasting Network.

<sup>2</sup> Ibid.

philosophy would doubtless include the idea of teaching games, sports and amusements with the deliberate objectives of habituating their utilization in adult life.<sup>1</sup>

The boy or man who knows how to enjoy his leisure time through play activity values time through promotion of play ideals.

1. Modern education is being re-viewed in terms of life and living. The biological unity of the being is emphasized as never before, and the school is expected to train mentally, physically, socially, and morally.

The recognition of the value of physical activity is being general throughout the world. Physical education is being regarded as a vital part of the school program.

2. Education is coming to be recognized as a part of life, physical education program, with real educational value.

3. As a part of the physical education program, the athletic activities are being placed under the regular administrative officers of the school, and they are being made responsible for them.

4. School administrators, state athletic associations, universities, colleges, and universities are all realizing the value of physical education for character and development, physically, socially, and morally.

5. Physical education is being viewed as a broad program of varied activities for all pupils to plan wholeheartedly, for the development and life of the individual.

<sup>1</sup> Ross L. Finney, op. cit., p. 176.

### Play for Mental Stimulation

The modern program of physical and health education in the curriculum of the secondary school has two chief functions to fulfill: the development of a normal and wholesome growth and the promotion of activities which may be used in later life.

A recent study reveals the following conclusions in current tendencies in athletics:

1. Modern education is best expressed in terms of life and living. The biological unity of the being is recognized as never before, and the school is attempting to train mentally, physically, socially, and morally.
2. The recognition of the value of physical activity is more general than ever before. Physical education is being required in most states by law.
3. Athletics are coming to be recognized as a part of the physical education program, with real educational values.
4. As a part of the physical education program, the athletic activities are being placed under the regular administrative officers of the school, and they are being held responsible for them.
5. School administrators, state athletic associations, accrediting agencies, colleges, and universities are all uniting to make athletics open to all for enjoyment and development, physically, mentally, socially, and morally.
6. Emphasis is being placed on a broad program of varied activities for all pupils in clean wholesome play, freed from exploitation and its kindred evils.<sup>1</sup>

<sup>1</sup> Louis Kulenski, "Current Tendencies in Athletics", The Athletic Journal, Nov., 1931.

Intramural activities may contribute to the harmonious development of the interests, capacities, and abilities of the individual by means of natural activities during childhood, and abundant interest, ideals and habits for a healthy, useful and therefore happy adult life. The first will lead naturally into the second.<sup>1</sup>

Intramural Athletics should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound.<sup>2</sup>

Intramural athletics affords for the education of the individual the desired benefits, which are manifestly not realized if the individual does not participate. Skills or lasting satisfactions in play cannot be developed from the sidelines. There seems to be a high correlation between skilful participation and a permanent interest in play. Certainly a keen appreciation of play is dependent largely on the knowledge that can come as a result of participation in play.<sup>3</sup>

<sup>1</sup> Ed. Higginbotham, "Intramural Athletics", The Athletic Journal, Dec., 1931.

<sup>2</sup> Hughes, Athletics in Education, p. 97.

<sup>3</sup> Elbert K. Fretwell, Extra-curricular Activities in Secondary Schools, p. 415.

## The Development of Character Through Play

Intramural athletics do "absorb the individual in a thorough-going way", and attitudes developed under these conditions have real significance. Furthermore, one has an opportunity to practice loyalty and to practice co-operation. The athletic field as a laboratory for conduct situations offers a greater opportunity for teaching than the Sunday School.<sup>1</sup> It has gone further; a character builder, promoting such attitudes as modesty in the winner, resolve in the loser, self-control in the strong, and courage in the timid.

As George Fisher, well known physical educator believes:

The new age demands men who will play the game and play it fair according to the rules. Hence, the ethical side of "physical training" will be pressed so that it will get into the very habits of men..... The new age demands social leaders, team play, ability to work with others. The new theory will be highly social. It will place emphasis upon the group, upon co-ordinate action. The new emphasis will be upon participation.<sup>2</sup>

In line with team work and co-operation must come self-control, the conquering of the urge of one's own

<sup>1</sup> Martin Rogers, Handbook of Stunts, p. 2.

<sup>2</sup> George D. Fisher, "The New Physical Training", American Physical Education Review, May, 1921, p. 218-220.

personal inclinations. In this connection Tracy observes:

Play, though pre-eminently a childish occupation, decreasing as the years increase, should never be entirely discontinued. In youth, it is essential to the highest development. And in youth, it should, to a large degree, take the form of contest and competition between social units, such as the club or the athletic team. For the development of the social consciousness is just at that stage when its health maturing should be facilitated by all proper means. Among those proper means "team play" is one of the most important. Few things are better fitted than this to give self-control, consideration of others, quickness in responding to any given situation by the most suitable reaction, and a healthful balance between egoism and altruism, which is one of the highest education desiderata.<sup>1</sup>

The child who can accept defeat as well as victory graciously is the one who will, under proper conditions, accent the same results in life in a similar manner. If the team loses, determination to win the next time might be the proper response stimulated by the outcome. Obedience to the rules and to the referee's decisions makes for self-mastery. Berry writes: "The man who has demonstrated self-mastery in athletics receives the confidence of his fellows."<sup>2</sup>

Intramural athletics can be made the best laboratory for character training; a real opportunity to practice the theory of physical educators.

<sup>1</sup> Tracy, Psychology of Adolescence, p. 216.

<sup>2</sup> Berry, Philosophy of Athletics, p. 53.



## Play as a Promotor of Leadership

In order to develop leadership in an intramural program, boys must have a working conception of their responsibility. They will take the example set by the instructor and upon the instructor depends the type of leadership to be developed. In order that the instructor may stimulate good leadership, the boys should have brought to their attention types of good leadership. A "good sport" code, by David Chase, Supervisor of Physical Education, Albany, New York, giving fourteen points of good sportsmanship, each with its opposite, is arranged thus:

### A Good Sport<sup>1</sup>

Does	Does Not
1. Plays fair at all times.	Does not cheat.
2. Plays hard to the end.	Does not quit; is not yellow.
3. Keeps his head.	Does not lose his temper, even though wrong.
4. Plays for the joy of playing and for the success of his team.	Does not play for money or other reward.
5. Is a good team worker.	Does not play to the "grandstand".
6. Keeps training rules.	Does not abuse his body.
7. Obeys orders of coach or captain.	Does not shirk.
8. Does his best in all school work.	Does not neglect his studies.
9. Backs his team in every honest way.	Does not bet, nor think it necessary to show loyalty.

<sup>1</sup> Wayman, Education Through Physical Education, p. 327-328.

10. Gives his opponent a square deal. Does not take any technical advantages; treats visiting players as guests.
11. Is respectful to officials; accepts adverse decisions graciously; expects officials to enforce rules. Never blames officials for defeat; does not "crab". Does not "kick". Does not complain.

#### When He Loses

12. Congratulates the winner; gives his opponent full credit; learns to correct his faults. Does not show his disappointment; is not a "sorehead"; Does not alibi; does not make excuses.

#### When He Wins

13. Is generous, is modest, is considerate. Does not boast; does not rub it in; does not "crow".

#### At All Times

14. Is true to his highest ideals. Does nothing unworthy of a gentleman and a 100 per-cent American.

The "Birmingham Code", Phillips High School, Birmingham, Alabama, illustrates still further the method of developing good leadership. This is the code:

#### A Good Sportsman

##### Is Courteous.

On the field he does not jeer at errors; he does not cheer at the opponent's penalty; he treats them as guests, not enemies. In school he is considerate of the faculty, of fellow students and of visitors. In life he is respectful to elders and superiors; he treats the other fellow as he would be treated.

##### Is Modest.

On the field he works for the good of the team rather than for individual honors; he will even sacrifice his own prestige for his team; he is a gracious winner. In school he

does not become conceited over his success, neither does he feel himself superior to his classmates. In life he does not "blow" about what he is going to do; he does not boast about what he has done.

#### Is Generous.

On the field he applauds a good play of his opponents; he gives the other fellow the benefit of the doubt. In school he does not "knock" other schools or individuals; he appreciates another's merits. In life he does not ridicule the man who is "down" but encourages him. He is not afraid to think for himself and to voice his opinions straight-forwardly and clearly.

#### Is Game.

On the field he plays hard; he fights though he may be already defeated; he accepts adverse decisions; he is a good loser. In school he does his work; he keeps on working in the face of almost certain failure. He has the "vim to think straight, the pluck to act straight". In life he does his part, however hard it may be; he accepts reverses with a smile and tries again.

#### Is Obedient.

On the field he observes the rules of the game. In school he observes all of the regulations. In life he respects the civic laws and the demands of the community.

#### Is Fair.

On the field he competes in a clean, hard-fought but friendly way; he helps an injured opponent; he has no alibis. In school he does not waste his time nor that of the faculty; he does not copy his classmate's work; he does not receive aid from any source on his examinations. In life he sees impartially both sides of the question; he uses no underhanded methods; he is not influenced by money; he is not partial in administering justice.<sup>1</sup>

<sup>1</sup> N. E. A., Department of Superintendence, 4th Year Book, 402, "The Nation at Work on the Public School Curriculum."

Wayman, in his Education Through Physical Education, gives us many suggestions for the development of leadership.

Remember the game is the thing and to play according to the rules, assuming responsibility of sportsmanship at all times. The creating of a fine wholesome attitude on the part of the players, stimulated by examples of fine play and courteous treatment of your opponents, with self sacrifice and self determination to do your best. Boys look for these traits in selecting a leader to follow, and a working program of Intramural Athletics helps create such leadership.<sup>1</sup>

Teachers with a working conception of the possibilities of intramural athletics and with the leadership ability, the resourcefulness, the imagination, the skill, and the enthusiasm to realize these possibilities, do exist, but as yet there are not enough of them.

The school needs to recognize that physical education is a vital part of education and athletics constitute a large part of physical education. With the recognition of the basis of athletics, the school must develop a positive, constructive program of leadership.

To develop leadership in an intramural program as conditions exist in most schools at the present time, the capable leader must develop student responsibility by training and using pupil leaders in order to teach games and furnish the guidance necessary.

<sup>1</sup> Wayman, Education Through Physical Education.

<sup>2</sup> E. K. Fretwell, Extra-curricular Activities in the Secondary School, p. 419-420.

## Intramural Athletics in the Curriculum

Intramural athletics is rapidly gaining in favor with the administrative departments of secondary schools. A Committee on Athletics was authorized at the 1930 meeting of the North Central Association to study more thoroughly the status of athletics in secondary schools in that Association and to bring to the 1931 meeting specific recommendation. The North Central Association being a large representative body, its suggestions dealing with the administrative function of the school program are very valuable. The following short but important suggestions and findings regarding intramural programs were reported:

1. All athletic competition should grow out of and form an integral part of the physical education program of the high school. Thirteen hundred and forty-six schools are attempting to observe this principle and two hundred and thirteen consider it invalid or impracticable.
2. "A well-balanced program of athletics should provide opportunities for participation in sports which may carry over into later life."

1535 schools try to observe.  
119 schools regard it impracticable.

3. "Emphasis should be placed upon extending opportunities for participating in sports and games to all pupils rather than upon the intensive coaching of a few."

1604 schools try to observe.  
88 schools regard it impracticable.

4. "The school should aim to develop sufficient skill in one or more sports among all pupils to create abiding interest and provide an enjoyable form of recreation in later life."

1493 schools try to observe.

147 schools regard it impracticable.

5. "A liberal program of intramural competition in sports and games should be provided in schools sponsoring interscholastic teams."

1538 schools favor.

61 schools oppose.

6. "No pupil should be permitted to take part in a contest in any sport without first receiving a thorough physical examination from a competent physician."

1549 schools favor.

51 schools oppose.

The following principles of administering interscholastic athletics in secondary schools is accepted by the Association and recommended to its members in the organization of their programs of interscholastic competition:

- a. The program of interscholastic athletics in high schools should be so organized and administered as to contribute to the health, leisure time, citizenship and character objectives of secondary education.
- b. All athletic competition should grow out of and form an integral part of the physical education program of the high school.
- c. A well-balanced program of athletics should provide opportunities for participation in sports which may carry over into later life. Efforts should be made, therefore, to encourage such sports as tennis, golf, swimming, handball, bowling, horseshoes, archery, baseball, fencing, etc.

- d. Emphasis should be placed upon extending opportunities for participating in sports and games to all pupils rather than upon the intensive coaching of a few.
- e. The school should aim to develop sufficient skill in one or more sports among all its pupils to create an abiding interest and provide an enjoyable form of recreation in later life. To accomplish this aim, a liberal program of intramural sports and games should be established and maintained wherever possible.

The values which will result from the adoption of these policies and principles may be stated as follows:

Greater emphasis will be laid upon maintaining better balanced programs of extra-curricular activities by encouraging intra-mural athletics and non-athletic interests in the schools.<sup>1</sup>

Intramural athletics have a very important function to perform in the secondary curriculum. William and Hughes, in Athletics in Education, adopt the following:

#### Seven Cardinal Points

1. Physical education in the school is responsible for the organized developed mental and physical activities of boys and girls, carried on by professionally trained teachers for legitimate educational purposes.

It will be obvious that varsity athletes, without professional training, are unsuited as teachers in such a relationship between physical education and education. Superintendents interested only in a winning team and training for a few are not co-operating in education for life (modern education) and education through the physical (modern physical education)

2. The school as an educational institution of the community is responsible for physical education as well as mental education and cannot, therefore, delegate to other agencies the business of education for life.

<sup>1</sup> E. K. Fretwell, op. cit., p. 420-428.

The school will therefore look with suspicion upon the military promoters who come waving the flag, shouting patriotism, and mouthing imbecilities with intent to establish "military drill in the public school--not to teach the war spirit, how to shoot a gun, or military practice--but to develop the body physically". Such pretense should be met squarely in some manner as the following: This school does not require the War Department to carry the responsibilities for the physical education of our boys or, for that matter, of our girls.

3. Physical education is responsible, aside from the limitations imposed by heredity and the home environment, for the development of vitality through the utilization of activities exercising the vital systems of the body.

Devotion to disciplinary effects, static exercises or typical schoolroom calisthenics will be recognized as fraudulent and without effect in securing physiological development.

4. The school is responsible for providing adequate space, equipment, and time facilities so that adequate development of boys and girls can go on.

The partnership of education and physical education requires recognition of the need for space, equipment, and facilities. Education for life means vigorous life surely. Opportunity for development of vitality must be provided.

5. Physical education is responsible for leadership in combination with all purely professional and educationally poor activities in its field. Athletics, games, sports, gymnastics, dancing, etc., must be viewed and organized with reference to a significant function in life. Motor skills of all kinds must be examined to determine major emphases and to eliminate undesirable practices.

6. The school is responsible for the establishment of standards of fine living. Those engaged in teaching children should be selected with reference to their ability to influence the daily preferences of boys and girls. Posture so often delegated to the department of physical education is best understood as a physical expression of both psychic and somatic influences. The development of courage, confidence, and self-respect is a responsibility of all teachers. Its relationship to good posture is direct and profound.

7. Physical education is responsible, jointly with the school, for leadership in setting up among boys and girls those standards of behavior that represent the best



social tradition of the day. The responsibility rests heavily on this special department because its activities present so many situations where the individual is impelled to act selfishly or anti-socially. The leadership is vital to favorable growth in desirable social and moral values, in wholesome attitudes toward play and generous reactions to opponents. While the reciprocal relationships have been indicated in the above items, the joint responsibility of the school and physical education department is clear at this point.<sup>1</sup>

Certainly sound athletics should contribute to healthy living, to splendid morals, to a broad and generous view, to scientific outlook, to aesthetic appreciation. And if athletics are sound they will serve leisure time in a fine way; they will foster wholesome elements in family relationships; they will contribute to citizenship; and quite directly be of value in almost every vocation.

<sup>1</sup> J. F. Williams, W. L. Hughes, Athletics in Education, p. 71-74.

## GENERAL AND SPECIFIC OBJECTIVES

OF

## INTRAMURAL ATHLETICS

As the result of various conferences of leaders in the field of intramural athletics, the following general and specific objectives of the program have been formulated. These objectives are not suggested as a complete list, but rather as a beginning in a field which has not been cultivated extensively up to the present time.

## A. To develop the participant physically.

1. To develop the general health and vitality of individual students of the school.
2. To develop the "big muscles" of the body through activity which emphasizes walking, running, jumping, swimming, climbing, lifting, pushing, pulling, throwing, and striking.
3. To develop the endurance of the individual. Endurance is more important in modern life than great physical strength.
  - a. To provide for this through games.
4. To develop the co-ordination of the muscular and nervous systems.
  - a. To provide competition in games which require perfect muscular and mental co-ordination.

## B. To develop the participant socially.

1. By providing opportunities for social contacts.
  - a. Meeting opponents in tournament play.
  - b. Acting as officials, managers and score-keepers.
  - c. Becoming intimately acquainted with the intramural director.

2. By developing citizenship and school spirit through co-operation and team play.
    - a. Team play teaches a lesson in the mechanics of co-operation under pressure.
    - b. The program is based upon good sportsmanship.
    - c. Honor, courtesy and unselfishness are essential qualities of participants in intramural athletics.
    - d. Realizing in practice the term "the square deal."
  3. By developing as many of the boys as possible into potential leaders.
    - a. Develop initiative and responsibility in the player.
    - b. Develop these qualities in the referee.
    - c. Develop these qualities in the scorer.
    - d. Develop these qualities in the manager.
  4. By developing habits and interest in the students which will enable them to use their leisure time to the best interests of themselves and society.
    - a. The program should be so organized that every student may explore the athletic activities through participation in at least one sport each season.
    - b. The student should learn the rules and rudiments of several games as a basis for the enjoyment of his leisure time.
- C. To develop the individual morally.
1. To provide clean recreation and worthwhile play for leisure time.
  2. To provide ethical training of a positive nature.
    - a. By emphasizing the ideal of fair play in every relationship in life.
    - b. By developing an appreciation of the contribution of the individual through co-operation in team play.
    - c. By developing in every one a respect for the decisions of the officials handling the game, especially if they are fellow students.
    - d. By developing the point of view that the true sportsman plays according to the rules of the game.

3. To provide the highest type of hero for the boy to emulate. The boy is in the hero worship stage of life and the intramural director must be an individual worthy of emulation.

4. To provide strenuous activities for all of the students and thus ease the sex strain.

D. To develop the individual mentally.

1. To provide activities which present opportunities for mental alertness. A superintendent of schools in a large city recently made the statement that he had received a better training for his work on the baseball diamond than in the classroom.

2. To organize the program so that the participants will have to make prompt decisions.

3. To provide activities calling for intellectual initiative and intellectual vitality. The program should stimulate the student mentally.<sup>1</sup>

No man can be happy unless he is possessed of bodily health, and no man can be of his greatest usefulness unless he has strength and endurance. Intramural athletics in the small high school should become a part of the physical education program. In order that the program may be wisely counseled and administered, the following list of objections for intramural athletics are listed:

#### 1. Recreation-

Sports should never be organized to a point where the fun is organized out of them. Games that can be played without tedious training are necessary; there should be a great amount of emphasis put upon sports that can be enjoyed spontaneously without any considerable amount of preparation.

<sup>1</sup> E. M. Draper, G. M. Smith, op. cit., p. 15.

## 2. Social Contacts-

The athletic field represents a place where the boys can talk and work on an equal basis, re-productive of similar conditions that they will confront in later life. Experience in groups and group relations helps to give a person a broad view-point; to make him a better judge of the character of his associates; to give him more self assurance when thrown into the company of other individuals; to teach him the meaning of loyalty and co-operation; and to teach lessons in sportsmanlike conduct.

## 3. Group Spirit-

The feeling of unity that a school team develops among all the individuals belonging to the school is always considered as a praiseworthy feature of varsity competition. Intramural sports have a following similar. To create a feeling that one is working for a cause that is larger than one's self. The banding together of the boys for friendly rivalry, not stressing the "do or die" spirit.

## 4. Better Health-

Constitutional soundness is an important feature in life success. That the student of today is of the passive type and doesn't seem to bother about play is a statement that will bear watching. Boys playing in intramural athletics develop more readily than those wasting their time.

## 5. Scholarship-

It is safe to say that wise participation in intramural sports has a beneficial effect on scholarship. This improvement comes indirectly from a healthful recreation which builds up one's energy rather than dissipates it.

## 6. Permanent Interest in Sports-

One of the main criticisms against our present athletic systems is that they do not create a lasting interest in participation, that the athlete drops his interest in exercise immediately after

graduation. The responsibility for offsetting this dilemma is one of the burdens of the intramural department. The reason for this new responsibility is that the intramural type of game does not promote a high type of specialization: rather, the intramural athlete is apt to engage in a variety of activities, resulting in enjoying all games through his personal contact with them. That there will be a carry over value once the interest is above passive is one of the great duties that intramural athletics has to perform, for the play spirit once acquired will continue to demand expression.

#### 7. Development of Varsity Material-

This should be but an incidental aim in intramural athletics for the fun and social benefits that the intramural athletes gain in their competition comprise ends in themselves. In high schools the medium of recruiting could be worked to a high degree of efficiency with good organization and management.

#### 8. Bodily Powers-

Development of strength and endurance and ability to think quickly in a crisis, to be confident of your own movements, to have carriage and poise in your everyday work. Self assurance.<sup>1</sup>

A fine summary of the outcomes of intramural athletics is expressed by C. M. Howe:

If intramural athletics are properly directed and supervised, the benefits will far outweigh any incidental evils. If we conceive a secondary education as the preparation of the adolescent for a richer and more efficient life in proper adjustment to social relationship of our modern world, surely no one factor is more worth while than participation in well directed sportsmanlike athletics. Not only is the strenuous exercise usually out of doors, but a successful athlete must continually call upon the mental initiative, resourcefulness, and

<sup>1</sup> Elmer D. Mitchell, op. cit., p. 12-17.

penetration so essential to later success. In no other way can a boy or girls come into closer and more vital association with groups of individuals working toward a common end and learn the paramount lessons of co-operation and leadership. Of greater value than all of these is the possibility of stimulating to the lasting dominance those highly desirable qualities of true sportsmanship, self-control, unswerving loyalty, self-effacement, and team play. What does modern society need more in its men and women of outstanding worth--its leaders?<sup>1</sup>

#### EXTRACURRICULAR ATHLETICS

#### THE OLD COURSE AND THE NEW COURSE

<sup>1</sup> C. M. Howe, "The High School Teacher and Athletics", School Review, XXXI, p. 781-786.

Organization and Administration of Intramural Athletics in a Small High School

in a Small High School

The small high school intramural program is the subject of an intramural program which has been described and been written out in the Live Oak Union High School in Oregon, O. The program is used during the school year and is a part of the intramural program of the year. The program is also a part of the **ORGANIZATION AND ADMINISTRATION** of the

OF

**INTRAMURAL ATHLETICS**

IN

**LIVE OAK UNION HIGH SCHOOL**

The intramural program of Live Oak Union High School adopted the following set of principles as a guide for organizing and administering the program.

All activities should be conducted in a manner which is in accordance with the principles of the program.

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## Organization and Administration of Intramural

### Athletics in a Small High School

The small high school offers a unique situation in the development of an intramural program. The experiment here described has been worked out in the Live Oak Union High School in Morgan Hill, California. The program was used during the school year of 1931-32, on a basis of tentative programs developed the year previous in the same high school and the year before than in another school.

The project will be treated in the light of the principles upon which it was organized, the problems which were confronted, and the analysis of the program.

### The Principles

The intramural athletic program of Live Oak Union High School adopted the following set of principles as developed by Meyer in organizing and administering the program:

All activity should minister to the further advance of the cardinal principles of secondary education in student life.

Don't expect too much all at once. Go slowly. The activity is not a failure because it is not all it should be at the start. Sound beginnings are conducive to best and lasting results.

Forced activity cannot expect enthusiastic support. If there is student and faculty interest the activity will survive. Develop faculty support and student interest.

See that the program of activity is a "do" program. Activity is essential in adolescence and conducive to healthy all-round growth.

Note tendencies to overdo activity. Too much time may be wasted, unlimited participation may lead to excess.

Believe in youth. Believe in the mistakes of youth. Utilize them for producing better character and training in citizenship.

All of these activities should create the best through avenues of happy administration, sympathetic guidance, wholesome leadership, and above all else--in the spirit of youth.<sup>1</sup>

In developing a program it is well to start out with a few activities and gradually build as facilities, interest and experience permit.

The most important thing for the instructor to consider is the child's health. Therefore, his first consideration is health supervision. The county nurse, with the aid of the physical education teacher gives thorough physical examinations.

As a result of rapid growth, the high school boy is relatively immature physically. He may be in a period of rapid growth, he may have just gone through a period of rapid growth, or he may have his growth delayed until later adolescence. So there are great individual differences for that period and rate of growth. The boy is likely, however, in this period of development, whenever it comes, to become awkward and to be less skillful. His endurance is limited both as regards his muscular and

<sup>1</sup> Harold D. Meyer, A Handbook of Extra-Curricular Activities in the High School, p. xiv.

circulatory systems, while his ambitions lead him to think that the longer and harder he works and the more frequently he competes the better he will be. It is at this time that "a fellow needs a friend" who will advise him without discouraging him; who will, without breaking his spirit, lead him to understand that this is a passing phase and that for the moment he is to modify his program and his efforts in order that later on he may come back to the same type of ability which he possessed when he was at an earlier age in school.<sup>1</sup>

The success of an intramural program will depend upon the degree to which it is able to unify itself with the general physical education program. In the small school the physical education instructor is responsible for all the physical education.

The following specific objectives indicate in a more detailed manner the scope of the program instituted in Live Oak Union High School.

1. To provide facilities and the opportunity for individuals to participate in supervised activities two to four times weekly.
2. To provide competition according to classification of contestants.
3. To provide such a wide variety of activities that everyone can find something to suit his interest, ability, and condition.

<sup>1</sup> Dr. Joseph E. Raycroft, "The Difference between High School and College Athletics", Wingate Memorial Lectures, Columbia Broadcasting Network.

4. To have competition with intramural teams of other nearby schools as an incentive, as well as the intra-school competition with talent of equal ability, avoiding "so called" Varsity competition.<sup>1</sup>

In working out the program in Live Oak Union High School it is the policy of the student leaders and Intramural Director to "go slowly", hoping to build a permanent structure in the form of intramural athletics. The success of intramurals lies in complete co-operation, not only of faculty and administration, but also of student assistants. In the small high school with the limited faculty, all of whom have their local interests, the student assistants are the mainstay of the program.

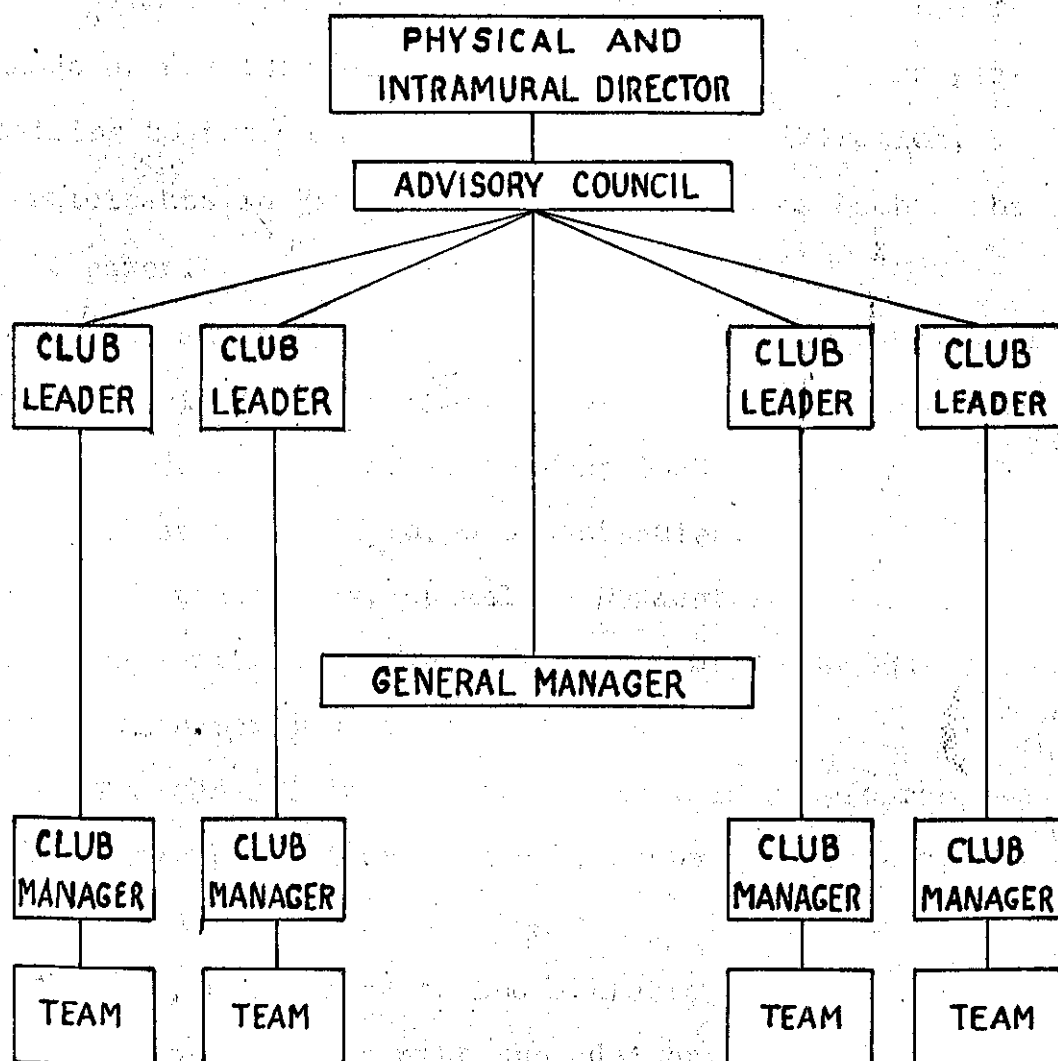
Intramural athletics should be based upon a "do", rather than a "do not" program. Temperance is necessary here as well as in other things. Wise leadership will determine the needs and take determined steps to guide them.<sup>2</sup> In the small high school the tendency to give too much attention to one activity will lead to difficulty; there must be complete co-operation between all departments of the school.

<sup>1</sup> Robert E. Lindwall, "Everybody in the Game", Scholastic Coach, November, 1931, p. 9.

<sup>2</sup> Harold D. Meyer, Extra Curricular Activities, p. 9.

ORGANIZATION AND ADMINISTRATION OF INTRAMURAL  
ATHLETICS AT LIVE OAK UNION HIGH SCHOOL

# BOYS' INTRAMURAL PROGRAM



**LIVE-OAK-UNION-HIGH-SCHOOL**  
**1931-1932**

## ORGANIZATION AND ADMINISTRATION OF INTRAMURAL ATHLETICS AT LIVE OAK UNION HIGH SCHOOL

The control of the intramural program is in the hands of the intramural director. In all matters pertaining to the policy of the school administration, participants in games, and executive duties he has the full power.

The advisory council, appointed by the intramural director, is composed of the four leaders of the team groups. The duties of these four leaders are to sanction different games, draw up schedules, act as judges in cases of disputes, stimulate student interest, and co-operate with the intramural director throughout the entire intramural program.

The general manager of the intramural program, appointed by the advisory council, keeps all reports, posts the number of points won by the individual teams every week, takes care of the athletic equipment, and works in co-operation with the advisory council and intramural director in all matters pertaining to the intramural program.

The club managers, appointed by the club leaders, make out daily reports and turn these reports over to the general manager, who keeps the complete record of

each team, and keeps the teams informed as to their status in the program.

The instructor and team leaders encourage the boys to play.

### Initiating the Program

Intramural athletics in Live Oak High School was begun during the month of September, 1931. A meeting of the Block Letter Society was held and the prospects of starting an intramural program were discussed. The athletic instructor outlined the policies and functions of the program, stating the purposes of such a program for the school; and from this meeting resulted the beginning of the intramural athletic program.

The instructor then took into his confidence four boys, who were the leaders in the school activities. He told them of the methods of procedure, and asked them if they would be willing to act as leaders in forming an intramural program. They were told what was expected of them in the way of leadership and initiative. The boys had never heard of an intramural program, but they were responsive to the suggestions of the instructor, asking questions pertaining to selection of teams, the awarding of points, and the general usefulness of the program.



At a meeting of all the boys in the school, the instructor gave them a detailed outline of the needs and usefulness of an intramural program. It was emphasized that there was not anything compulsory about the program, but that the activity was just organized play; in other words, a student who did not wish to play would not be compelled to play. The four students, whom the director had chosen to act as leaders, were called upon to give their ideas. They stressed the fact that students could work from the intramural program into varsity candidates, that the students would learn the fundamentals of various games, that everybody would be given a chance to play, stimulating a good morale throughout the school.

The intramural teams were selected the next day by the four leaders in the following manner: All boys classifying in the 110 and 120 pound division were listed as lightweights, with the 130 and unlimited boys as heavyweights. Upon the blackboard were placed the names of all lightweights desiring to play, and from these names were chosen the lightweight division for the teams. The heavyweight teams were selected in a similar manner.

After selecting the teams the four leaders decided on names for their teams, using the names of four universities. The following names were selected: Notre Dame, Pacific, California, and University of Southern California.

This organization gave the program a structure on which to build and a unity for team play and pride.

The question of points for competition was discussed by the four leaders and the intramural director in the latter's office. It was decided that the participation in the games was the essential thing; therefore one point per man was given for playing, while but two points would be given for winning the game, one point for each team in case of a tie, and no points were given the losing team.

With the above plans as an outline the intramural program was ready to start. The noon hour was the only time available for the participation because of the transportation difficulties. The noon period starts at 11:50 and afternoon session takes up at 12:50. The time for play was set between 12:14 and 12:35--allowing the games to be played for 20 minutes and giving the student twenty-five minutes in which to eat and fifteen minutes in which to get ready for the afternoon classes.

There is ample time for the student to change his clothes and take a shower. In basketball and track about 80 percent of the boys change to gym suits. In horseshoes and football they do not change. It is not compulsory for the boy to change his clothes, although it is advised in the strenuous games.

With 65 percent of the participants eating their lunch at school, taking an average time of 10 minutes to eat, giving them 15 minutes to get ready for the games. This plan has worked very satisfactorily, very few boys feeling any physical defects as a result of playing during the noon period.

The Union High School district is strictly rural. Morgan Hill is the largest town, having a population of 1936. The high school is located in Morgan Hill. Motor bus transportation brings the students from all parts of the district to the high school.

The Union High School district is composed of Cuyamaca, Pinedale Valley, San Antonio and Morgan Hill. The district has a total area of 180, mostly hilly, and a total of 6 miles north of Morgan Hill. The school is located in the valley. **PROBLEMS**

Morgan Hill, the population of approximately 1936, is located 4 miles north of Morgan Hill. The population of 1936. Pinedale Valley is located in the foothills of Morgan Hill. This population also is approximately 1936.

Education is the main occupation of the district. The district, and schools, carries the burden of a large population and is considered a very stable community. Most of the farmers in the district own their farms. The majority of the farmers are not farmers in the sense of the word; approximately 80 percent of the farmers are "hobby" farmers. That is, they

## PROBLEMS

### Type of Community

Live Oak Union High School district is strictly rural. Morgan Hill is the largest town, having a population of 996. The high school is located in Morgan Hill. Motor buss transportation brings the students from the outlying districts to and from school.

The Union High School district is composed of Coyote, Madrone, Paradise Valley, San Martin, and Morgan Hill. Coyote, with a population of 250, widely scattered, is located 6 miles north of Morgan Hill. Madrone, the oldest town in the valley, is located just 2 miles north of Morgan Hill, the population being approximately 250. San Martin, located 4 miles south of Morgan Hill has a population of 250. Paradixe Valley is located in the foothills to the west of Morgan Hill, with a population also of about 250.

Farming is the main occupation of the district. Prunes, apricots, and walnuts comprise the avenues of support. Morgan Hill is considered a very stable community, as most of the farmers in the district own their farms. The majority of the farmers are not foreigners in the strictest sense of the word; approximately 30 percent could be classed as "so-called" foreigners. That is, they are not foreign born, but in their home life maintain

largely the language, customs and traditions of their alien parents. They represent Italians, Portugese, Mexicans and Japanese. These people are a thrifty and intelligent type, a real asset to the community.

### Transportation

One of the important problems in organizing an intramural program is that of transportation of pupils to and from school; which precludes any possibility of any late afternoon or after school schedule for games.

To meet this problem the intramural program is played during the noon period. The bus schedule explaining the transportation problem as presented in Live Oak High School will be found on the following page. This schedule is adhered to strictly because the buses carry both boys and girls, and home chores by the boys necessitates their being home by five o'clock.

## Transportation Statistics of Life Oak High School

1. Number of students in Live Oak High School. . . . .	172	
2. Number of students commuting on buses . . . . .	131	
a. Number of girls . . . . .	76	
b. Number of boys. . . . .	55	
3. Number of miles that buses travel per trip		
a. Bus no. 1 . . . . .	20	
b. Bus no. 2 . . . . .	18	
c. Bus no. 3 . . . . .	18	
d. Bus no. 4 . . . . .	20	
4. Average length of time per trip		
a. Bus no. 1 . . . . .	1 hr. 10 min.	
b. Bus no. 2 . . . . .	45 min.	
c. Bus no. 3 . . . . .	1 hr. 10 min.	
d. Bus no. 4 . . . . .	1 hr. 10 min.	
5. First student gets on the buss		
a. Bus no. 1 . . . . .	7:35 a. m.	
b. Bus no. 2 . . . . .	7:40 a. m.	
c. Bus no. 3 . . . . .	8:00 a. m.	
d. Bus no. 4 . . . . .	7:35 a. m.	
6. Last student gets off the bus		
a. Bus no. 1 . . . . .	5:00 p. m.	
b. Bus no. 2 . . . . .	5:00 p. m.	
c. Bus no. 3 . . . . .	4:30 p. m.	
d. Bus no. 4 . . . . .	5:00 p. m.	
7. Average length of time spent in commuting to and from school		
a. Bus no. 1 . . . . .	1 hr. 45 min.	
b. Bus no. 2 . . . . .	1 hr. 10 min.	
c. Bus no. 3 . . . . .	1 hr.	
d. Bus no. 4 . . . . .	1 hr. 45 min.	
8. Number of boys and girls on bus	Boys	Girls
a. Bus no. 1 . . . . .	12	29
b. Bus no. 2 . . . . .	8	10
c. Bus no. 3 . . . . .	16	17
d. Bus no. 4 . . . . .	19	20

Bus numbers are:

1-San Martin; 2-Uvas; 3-Madrone; 4-East Morgan Hill.

## Orchestra

Orchestra practices Monday, Wednesday, and Friday during the noon period. Since the intramural program is omitted on Friday, orchestra interferes only on Monday and Wednesday, and a boy can be in orchestra and still devote half time to intramural athletics. The problem presents itself when the student would rather play a game than practice in the orchestra. This friction has not been severe in Live Oak High School, the orchestra director taking care of such cases.

## Play Practices

The intramural program must not take students away from other activities. The average number of boys in a play is seven, with noon practice being held for two weeks before the play is produced. To practice for the play is considered a legitimate excuse from the program.

Because of the limited number of boys taking part in the "play", practice in no way disrupts the program. With these students receiving credit for their side, the score sheet is balanced.

The problems of the program have been very limited, with co-operation between the faculty and director; all the administrative problems are reduced to a minimum.



Drive at Washington

The selection of the competitive units for local  
contests in the high school was very simple.  
Student leaders chosen by the intramural director,  
selected their respective teams from the students inter-  
ested in the program. This method was a very stable and  
stimulating group loyalty and stimulating interest.

All the activities in a small high school have  
been carried out with the help of the students in the  
program.

#### ANALYSIS OF THE PROGRAM

One of the most important parts of the program is the team spirit  
which is developed in the program. This team spirit  
is a result of the program and is a very important part of the program.

### Units of Competition

The selection of the competitive units for intramural athletics in Live Oak High School was very simple. The student leaders chosen by the intramural director, selected their respective teams from the students interested in the program. This method was a very stable one, developing group loyalty and stimulating interest.

All the students in a small high school know each other, and with the spirit of participation as the keynote of the program, all boys feel as though they have an important part in the program. With this team spirit created, student interest is not lacking.

### Classification of Teams

The teams for all the sports are classified into lightweights and heavyweights. All boys participating, whose exponents are 110 or 120, classify as a lightweight, the remaining boys are in the heavyweight division.

This type of classification is not used for track, but in this sport each group is made a separate team. The team classification for track has worked very well, while the coupling of the two divisions is necessary for the other games.

The "three point" system of classification is used:

1. Age
2. Height
3. Weight

The three point system is recognized as official by the Santa Clara Valley Athletic League, of which Live Oak Union High School is a member (see appendices).

**SANTA CLARA VALLEY ATHLETIC LEAGUE**  
**Three-Point Classification Table for High School Boys**  
**In Interscholastic Competition\***

AGE <sup>1</sup>		
Inclusive; From	To	X <sup>2</sup>
130	13 <sup>5</sup>	28
134	13 <sup>7</sup>	39
138	13 <sup>11</sup>	30
<hr/>		
140	14 <sup>2</sup>	31
143	14 <sup>5</sup>	32
146	14 <sup>8</sup>	33
149	14 <sup>11</sup>	34
<hr/>		
150	15 <sup>2</sup>	35
153	15 <sup>5</sup>	36
156	15 <sup>8</sup>	37
159	15 <sup>11</sup>	38
<hr/>		
160	16 <sup>3</sup>	39
164	16 <sup>7</sup>	40
168	16 <sup>11</sup>	41
<hr/>		
170	17 <sup>3</sup>	42
174	17 <sup>7</sup>	43
178	17 <sup>11</sup>	44
<hr/>		
180	18 <sup>5</sup>	46
186	18 <sup>11</sup>	48
<hr/>		
190	19 <sup>11</sup>	50
<hr/>		
200	20 <sup>11</sup>	53

**HEIGHT**

Inches	X
57	28
58	29
59	31
60	32
61	33
62	35
63	36
64	37
65	39
66	41
67	43
68	44
69	46
70	48
71	49
72	50

Pounds	X	Pounds	X	Pounds	X	Pounds	X
80	26	100	33	120	40	140	46
81	27	101	33	121	40	141	47
82	27	102	34	122	40	142	47
83	27	103	34	123	41	143	47
84	28	104	34	124	41	144	48
<hr/>							
85	28	105	35	125	41	145	48
86	28	106	35	126	42	146	48
87	29	107	35	127	42	147	49
88	29	108	36	128	42	148	49
89	29	109	36	129	43	149	49
<hr/>							
90	30	110	36	130	43	150	50
91	30	111	37	131	43	151	50
92	30	112	37	132	44	152	50
93	31	113	37	133	44	153	51
94	31	114	38	134	44	154	51
<hr/>							
95	31	115	38	135	45	155	51
96	32	116	38	136	45	156	52
97	32	117	39	137	45	157	52
98	32	118	39	138	46	158	52
99	32	119	39	139	46	159	53

<sup>1</sup> AGE--The date of birth must conform to the school records and must be certified to by the principal.

<sup>2</sup> "X" means "exponent".

\* An example of how this table is used:

Age	14 <sup>5</sup>	X
Height	65	39
Weight	119	39
Total		110

## System of Scoring

The main idea involved in intramural sports is to stress participation in the different games. Equal opportunity to make points creates more interest, stimulates participation and keeps up a good morale. With participation in the games always in the minds of the boys, the thought of winning the game is secondary, thus the main point stressed is the number of boys playing on the different teams. For one to miss a game means that his team loses one point, and should the team win, the two points awarded hardly offsets the non-participation of the missing member. This theory stresses, not only individual participation, but team co-operation.

At the conclusion of the game, the managers of the teams hand the general manager a report of the activity.

### Illustration:

Team A has 10 lightweights		
All present for the game		10 points
Team A wins the game		<u>2 points</u>
Total		12 points
Team B has 10 men on their squad		
Team B has 8 men present		8 points
Team B ties the game		<u>1 point</u>
Total		9 points
Team C has 10 men on their squad		
Team C has 7 men present		7 points
Team C loses the game		<u>0 points</u>
Total		7 points

Simplicity is the keynote of this theory; for both the manager and general manager, a method by which the boys can work with speed and accuracy.

### The Scheduling of Games

The schedules of the different games is governed by the seasonal sport. In the fall the games of touch football, lightweight basketball and horseshoes are played. In the winter, basketball and free-throwing contests. In the spring, baseball, track and tennis complete the schedule.

Student interest in an intramural program can best be maintained by having the intramural sports parallel in time those of the varsity seasons. It would be futile to attempt intramural baseball in the regular basketball season. By the method of paralleling according to seasons, interest in activities is maintained.

The following months are given over to the various sports:

Sept., Oct., Nov.	Touch football, horseshoes, lightweight basketball.
Dec., Jan., Feb.	Basketball, free throwing, lightweight touch football.
Mar., Apr., May	Baseball, track, tennis.

This line-up of the program has proved itself to be very good, both for participation and interest.

## Touch Football

The first game played in the recreational athletic program was touch football. Interest in this sport was highly developed during the football season.

Touch football was played during the football season by the heavyweights and lightweights. The game has been used for the past year in the physical education classes. Therefore, no explanation of the procedure is necessary. There being no football in the Oak Hills High School or in the school system, great enthusiasm and interest was developed. The games were interesting to watch, as the boys did not play themselves out of exhaustion. It was a very good introduction to the recreational program.

## ACTIVITIES

The boys expressed a great desire to shift their focus, especially in regard to the progress of the ball, number of yards, the rate of turnover and the catching of forward passes. In the case of personal fouls—such as tripping, blocking, holding, kicking, and being off-balance—penalties were assessed by the regular football rules. The games were played by students officially who were not in charge.

From the standpoint of touch football the development of students worked out exceedingly well. Touch football is one of the best games for intramural work that can be played, as it requires no changing of clothes. However, approximately 50 percent of the boys seemed to quit early and late in the game. All that is needed is a football and a whistle. Each year, whistle.

## Touch Football

The first game played in the intramural athletic program was touch football. Interest in this sport was highly developed during the football season.

Touch football was played during the football season by the heavyweights and lightweights. The game has been used for the past year in the physical education classes, therefore, no explanation of the procedure is necessary. There being no football in Live Oak Union High School as a high school sport, great enthusiasm and interest was developed. The games were interesting to watch, as the boys did not play themselves into a state of exhaustion. It was a very good introduction into the intramural program.

The boys arranged football rules to suit their needs, especially in regard to the progress of the ball, number of boys on the line of scrimmage and the catching of forward passes. In the case of personal fouls--such as tripping, pushing, holding, kicking, and being offside--the penalties were governed by the regular football rules. The games were handled by student officials who were put in charge.

From the standpoint of touch football the classification of students worked most successfully. Touch football is one of the best games for intramural work that can be used, as it requires no changing of clothes. However, approximately 20 percent of the boys change to gym suits and take a shower. All that is needed is a football and a referee with a good whistle.



### Horseshoes

Horseshoes were played as a team game. The boys were paired off in teams of 2, each team pitching one game of 21 points during the intramural period.

The courts were regulation size, the pits being 40 feet apart without about 25 feet clearance from the other pits running parallel. The game of horseshoes is a very successful intramural game; all the boys thoroughly enjoyed playing.

### Basketball Free Throwing Contests

Free throwing contests were held in the gymnasium as a part of the program. Two boys made up a team from their general team, shot 10 times apiece and added up their total score against their opponents' total score.

#### Examples:

A & B	A--4 out of 10	C--3 out of 10
vs	B--5 out of 10	D--7 out of 10
C & D	9 Total	10 Total

(C & D receive 2 extra points for winning their match.)

In case of a tie, 1 point is awarded each side. Should there be one extra man with no opponent to shoot against, his 1 point for being there would be counted in the total of all boys present.

Another method for checking on this event is to take the average of all the boys' shots on each team and award the 2 extra points to the team with the best average.

Example:

Team A--18 boys shoot 10 times apiece and  
make 90 shots. Average 5 out of 10.  
Team B--16 boys shoot 96. Average 6 out of  
10.

Points to be awarded as follows:

Team A--18 points.  
Team B--18 points.

This method eliminates a lot of trouble and attains the same interest in participation.

Free throwing contests required only the taking off of street shoes, thus not taking an undue amount of time. With the court having six baskets, the shooting was speeded up and everybody was given a chance. The success is attributed to the fact that the manager kept the scores. The men were organized to "shoot" in their right place.

### Basketball

Live Oak High School does not play football, thereby stimulating a great interest in basketball. In the intramural program the unlimited squads were very evenly

matched; the boys played basketball with a great deal of zest and interest.

The lightweights having eleven men on a side were divided into two groups, the A and B teams. The A team was composed of the boys that played on the 110's and 120's school team; the B team was composed of the remaining boys.

This division proved very successful. The A and B teams were evenly divided, the result was most spontaneous; these games were spirited, and very well handled by the student officials.

Most of the boys played with basketball suits on, and with 15 minutes before class to change their clothes, they took a shower and did not feel the effects of the game during the afternoon, although a few cases of over-exertion were reported.

Basketball is a very vital game in the intramural program.

### Baseball

Baseball in the intramural program presented somewhat of a problem. The fact that each unlimited squad had but six students per team made it necessary for two different teams of heavyweights to play as one. This proved a successful method of procedure.

The games were even, taking about four days to complete nine innings. The points counted at the end of each day were the number of boys present. The points for winning the game were decided at the end of the nine innings, each winning team receiving two points.

The lightweight teams remained as they originally were, playing with an "indoor baseball" outside. The teams played for seven innings to determine the winner. Interest in lightweight baseball was rather lax, since the weather and general appeal of the game to the students was poor.

The closest competition to baseball in the interest of the students was track. The schedule ran over into the track season because of the postponed games. Baseball can become a good intramural sport under proper conditions.

### Track

Track is the most promising intramural sport developed at Live Oak Union High, based on the new scoring system used.

#### Example:

10 men enter an event. The first place winner of that event will receive 10 points, second place 9 points, etc., until last receives 1.

The premium is on participation as much as winning places. The squads were divided into divisions of 110's, 120's, 130's, and unlimited. When races are held, the trials are divided up into equal groups, those out for track being made to run in one trial, while the other boys not out for track run in the other heats. The scoring is very even as evidenced in the scoring of the running events on the program. It is a well rounded type of procedure, giving all the students an opportunity to compete against boys of their own calibre. This system sets no discrimination upon the best man; the points count most when there is a large entry in the event. The scoring of the track events is very even, while the field events tend to help the team having the most entries. It has given all boys an equal opportunity to make points for their team, thereby stimulating interest in participation. To have all the boys compete in all the events is the main objective.

The theory has worked very well at Live Oak Union High School. Interest in track is good, and the program's results have been fine.

### Scholarship

In order to stimulate an interest in general academic scholarship the boys' grades in regular school subjects were made to count in the scoring of the several teams constituting the intramural set-up. School grades were evaluated as follows in making up each boy's composite scholarship score: A--3 pts., B--2 pts., C--1 pt., D--0, F--minus 1 pt. The scores for all the boys in each team were totaled and averages were struck for the teams.

The following statistics are the result of this tabulation:

#### First Quarter

California.	1.42
U. S. C.	1.39
Notre Dame.	1.31
Pacific	1.28

#### Second Quarter

Notre Dame.	1.76
California.	1.70
U. S. C.	1.50
Pacific	1.42

#### Third Quarter

Notre Dame.	1.62
California.	1.56
Pacific	1.37
U. S. C.	1.32

#### Average for Three Quarters

Notre Dame.	1.56
California.	1.56
U. S. C.	1.40
Pacific	1.38

One reason for the big jump from the first to the second quarters was the re-organization of the program, or the dropping of the misfits. This at once enabled the teams to bring up their average. Students are rather keen about the scholarship part of the program, not from the standpoint of their team winning points, but of their own personal standing. It has shown the leading group in the athletic side to be just as brilliant in the classroom. It is an essential part of an intramural program, stressing the scholastic side as well as the athletic part. Comparing the intramural athlete boys' score with those of the entire school, the following results were tabulated:

The average for the entire school for the third quarter's work was 1.64; the average for the boys in the intramural program was 1.47, a difference of .17 of a point.

Intramural athletics are for all the boys, whether their grades are up to standard or not, and it is hoped that the student will receive a mental stimulation that will help the boy receive better grades.

### Student Leadership

Student leadership is the basis of the intramural program in a small high school. With the instructor to act as a guide, student leadership will be guided by his enthusiasm and interest in the program. In a small high school, leaders are readily found, and to develop their initiative and sense of responsibility will create for the director good student leadership.

That student leaders are necessary is a fact; the program cannot exist without them. The students greatly esteem the privilege of assuming positions of trust and responsibility and through these opportunities they develop poise, self-control, resourcefulness, tact, industry, and executive ability. These habits are developed through inspiration and encouragement, and will successfully accomplish more towards the success of the intramural program than the condemnation of faults.

The duties of the student leader should be specified, leaving room for his own development of ideas. This is true in creating the advisory council of the four student leaders. In all the suggestions brought up for consideration, each leader is asked for his opinion, for instance: during the fall and at the very beginning of the program a meeting was called for the purpose of changing the scoring system of the program. Each leader gave his opinion



and voted to carry the same scoring system for a week's trial; real constructive criticism resulted. A means of counting absentees was discussed and a definite conclusion for the intramural program was formed.

The director soon becomes a figurehead in matters of routine, with leaders and managers to carry on the program. Should a problem arise requiring the knowledge of a definite policy, the director should be consulted.

It is the students' program, and they should handle it to the best of their ability. The director should keep himself in the background as much as possible, but not be afraid to assert himself when necessary.

#### Notices and Awards

The notices for the intramural program are an essential part of the program. The schedules, total number of points scored for that particular day, must be posted. The posting of the points is ideal, as each boy has an opportunity to see where his team stands and compare scores.

The schedule is left on the bulletin board until the games are over, then the new schedule replaces the old one. Any postponements necessary are posted, also meetings of the advisory council and managers.

The awards are decided by the advisory council, general manager and director. In Live Oak High School, the winning team is to receive a "free feed" at the Big Banquet given before the school is over, financed by the losing teams. All students in the program will be present. The principal, men members of the faculty, and board of trustees will be present. A program will be arranged with school songs and yells given by the boys. The Spirit of Youth will be the Keynote of the evening.

A suitable trophy can be used, given by the Block Letter Society of the school. The emblem of "leadership", "victory", or "fame", is satisfactory. On the base of the trophy there should be four plaques representing "football", "basketball", "baseball", and "track", inscribing the winning team's name on the plaque. The winning team of the program, in total points scored, will have its name on a special place and be awarded the trophy in a regular student body meeting.

### Participation Reports

The following score sheet indicates the number of points scored by each team during the progress of the intramural program, October 7 to April 20.

The reports of the teams are handed to the general manager on the days the team participates. These reports

are kept by the general manager in his note book. A running score is made of each team, based upon the team manager's report given to the general manager. A most suitable and efficient system.

Intramural Scores for the Entire Program from  
the Fall of 1931 to the Spring of 1932

Notre Dame

Oct. 7 to Apr. 20  
Activity record. . . . . 1237 4/5

Pacific

Oct. 7 to Apr. 20  
Activity record. . . . . 1157 9/10

California

Oct. 7 to Apr. 20  
Activity record. . . . . 1023 7/10

U. S. C.

Oct. 7 to Apr. 20  
Activity record. . . . . 1002 1/10

## THE ATHLETIC PLANT AT LIVE OAK

### UNION HIGH SCHOOL

## THE ATHLETIC PLANT AT LIVE OAK

## UNION HIGH SCHOOL

Live Oak Union High School has a modern athletic plant. A new gymnasium was finished in October, 1931, with modern equipment, embodying the latest theory of light and ventilation--there being sky lights in the boys' locker room, in the physical instructor's office and storeroom. The lighting and ventilation of the main floor is very good. Six large windows, six feet wide by twenty feet long on the north, and six on the south side of the gymnasium give ample light and ventilation. Besides these windows there are six 250 watt lights placed in wire cages five feet from the ceiling. The main gym floor has two large Trane Unit heaters which supply heat.

The size of the gymnasium floor is 84 feet long by 70 feet wide. The two cross beams are 22 feet from the floor. The gymnasium has no spectator seats at present, thus giving the main floor three courts--two the width of the gymnasium and one main court. The two small courts are 68 feet long and 38 feet wide. The "Trubank" type of backboard is used for all courts.

The boys' locker room is 42 feet long and 12 feet wide. It has 76 lockers 3 feet long by 1 foot wide double decked around the walls. There is a bulletin

board for notices. The three sky lights give it plenty of light and ventilation. The dressing room is heated by a small Trane Unit type.

Adjoining the locker room is the shower room and two drying rooms. The shower room is 16 feet long and 9 feet wide, with 10 showers, 5 on each side of the room. The sunlight comes in through 3 windows above the showers on the west side of the building. The water runs off the floor by way of troughs along the outer side of the room, into the regular drain pipes.

The drying rooms give the boys an opportunity to dry themselves before going into the main locker room. These rooms are 11 feet long and 7 feet wide. Double windows that push out, give them plenty of light and fresh air. A bench is placed along the wall for towells. The drying rooms have reduced to a minimum the athletic foot problem.

The visitors have a room 13 feet long by 13 feet wide. It is located next to the drying room. This room takes care of the visiting teams very well. Hangers on the wall and 10 lockers take care of their equipment. There are 6 windows along the upper part of the wall, 3 on the north side and 3 on the west. A heater is adjusted about 7 feet from the floor--it is located

about 6 inches from the ceiling. Benches are placed in the room and a key for each door is furnished.

The director's room is located between the locker room and the main floor. A small window gives the opportunity to watch the gym floor, and a larger window gives a view of the locker room. The room is 12 feet long and 9 feet wide, with window transit and sky light; included in the interior of the office: medicine closet, wash basin, shower, key or combination closet, heater. This completes the interior of the room.

Adjoining the director's room is the towel room, which is 8 feet long and 6 feet wide. There is towel window opening into the locker room, through which the towels are handed out to the boys. There are two closets and 6 shelves to put the clean towels and equipment in.

Next in line is the store room. This room is 12 feet long and 9 feet wide. The 36 shelves and 3 closets and 6 large drawers give plenty of room to store equipment. The skylight keeps the room well lighted and ventilated.

The lavatory contains two seats, a wash basin and urinal.

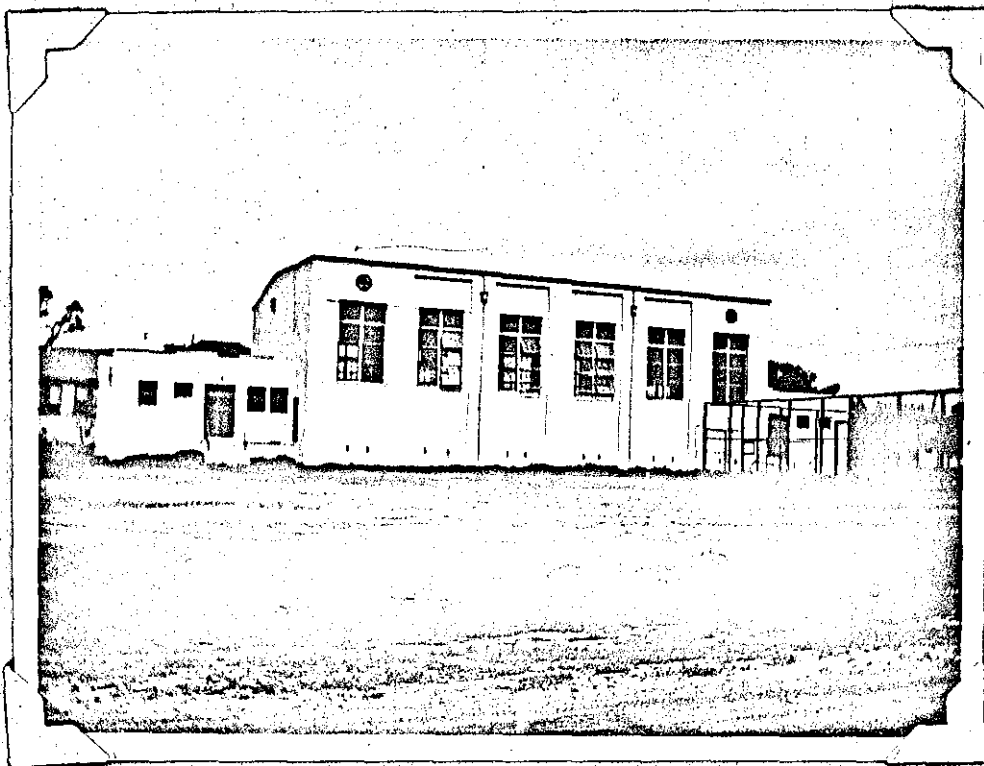
The gymnasium is the pride of the school, and the boys help to keep it in good order. Street shoes are

prohibited on the gymnasium floor, and marking on the walls is considered a "crime". The gymnasium marks the latest thing in physical education theories--a truly good asset to the athletic plant of Live Oak Union High School.

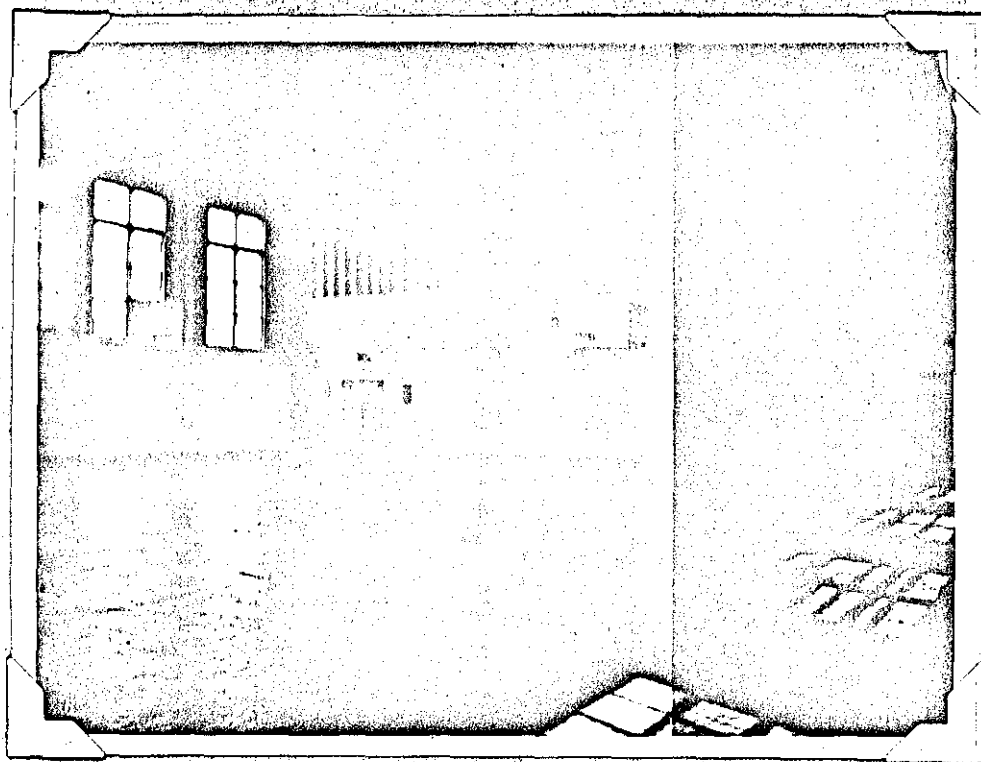
The playing field, covering three acres, has a baseball diamond, track and football field. The baseball field is of maximum dimensions, and serves as a football field and "field" for track and field events. The track has an eight lane "straightaway" for 100 yards and a circular track of 390 yards.

The oak trees situated around the field make it very artistic. Live Oak Union High School is proud of the gymnasium and playing field. Hard work and co-operation by the boys made the field a reality, while the gymnasium speaks for itself.

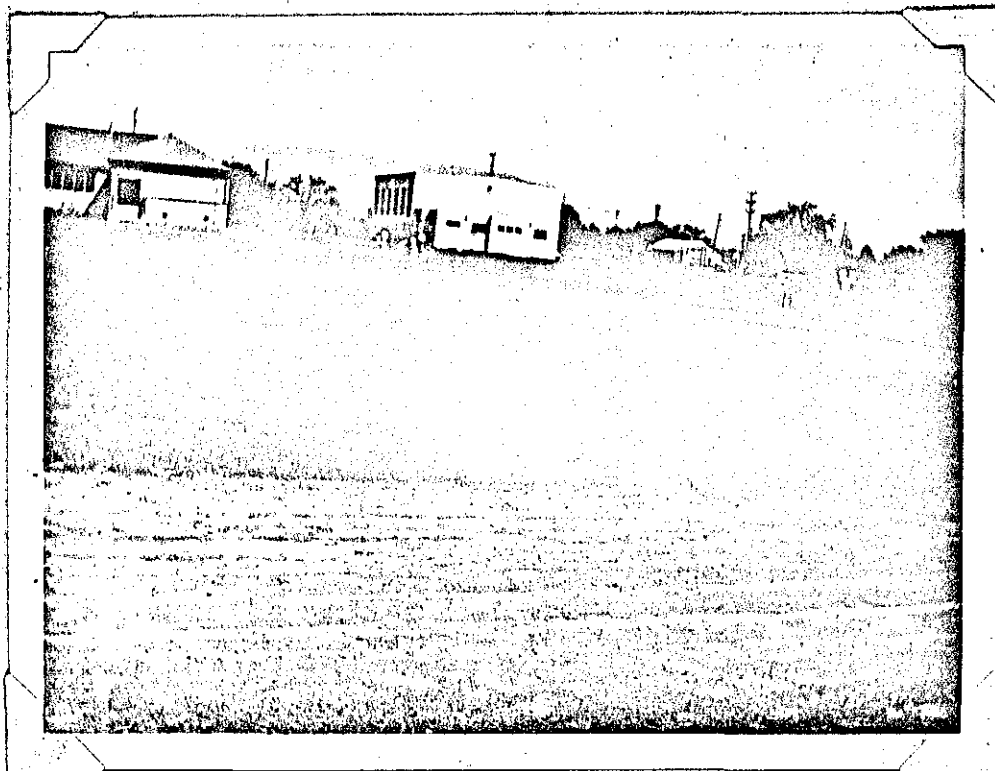




LIVE OAK UNION HIGH SCHOOL GYMNASIUM



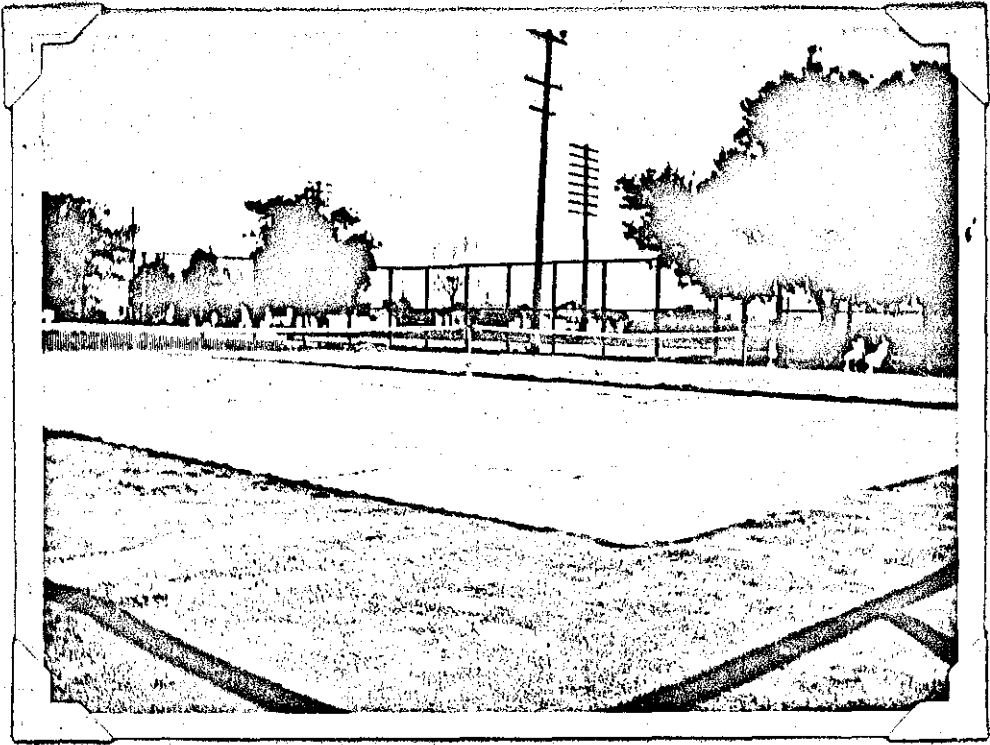
INTERIOR VIEW OF THE GYMNASIUM



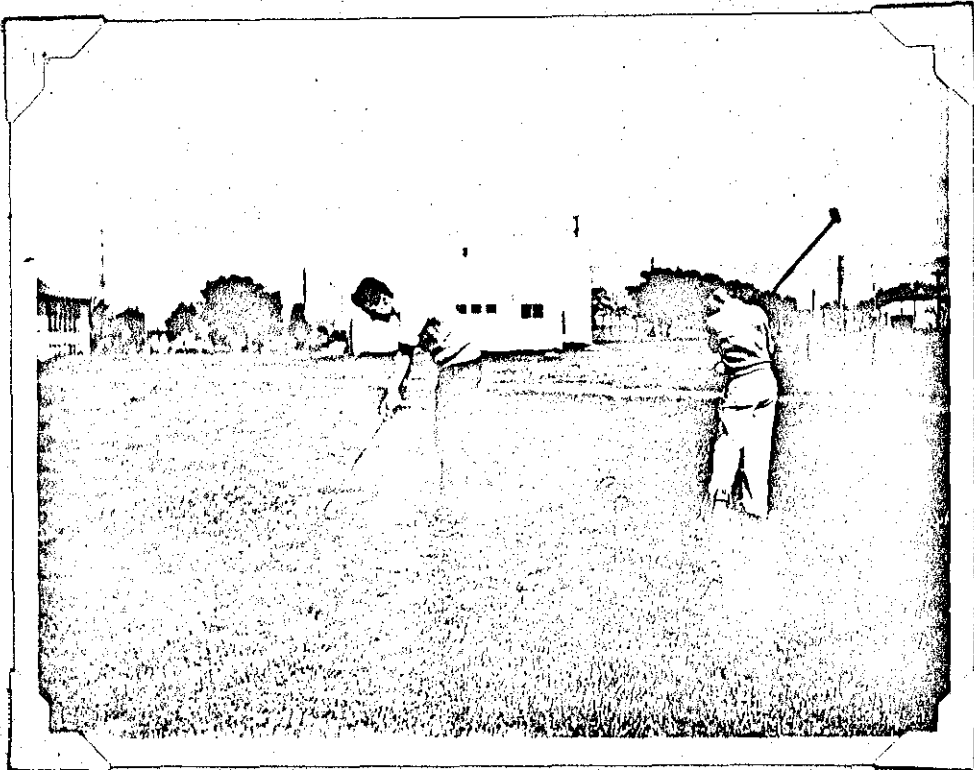
GYMNASIUM AND FOOTBALL FIELD



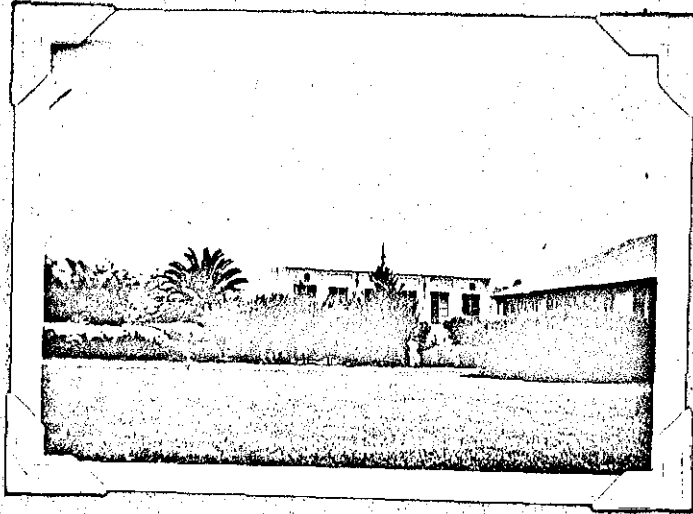
PLAYING FIELD ✓



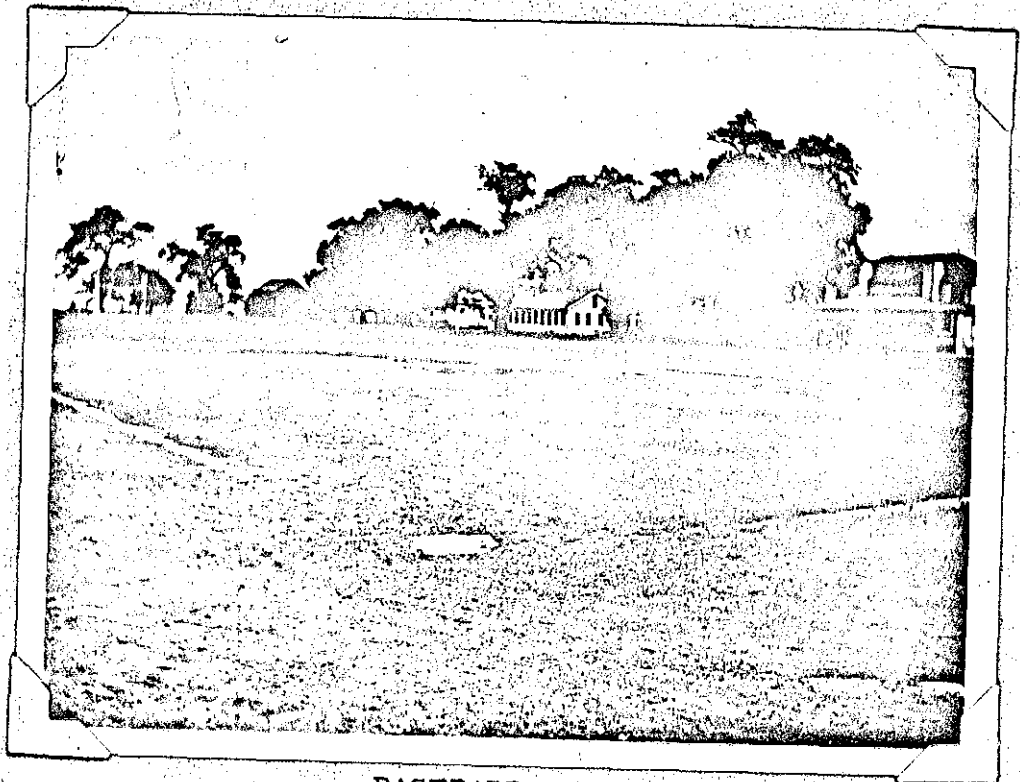
TENNIS COURT



GOLF CLASS



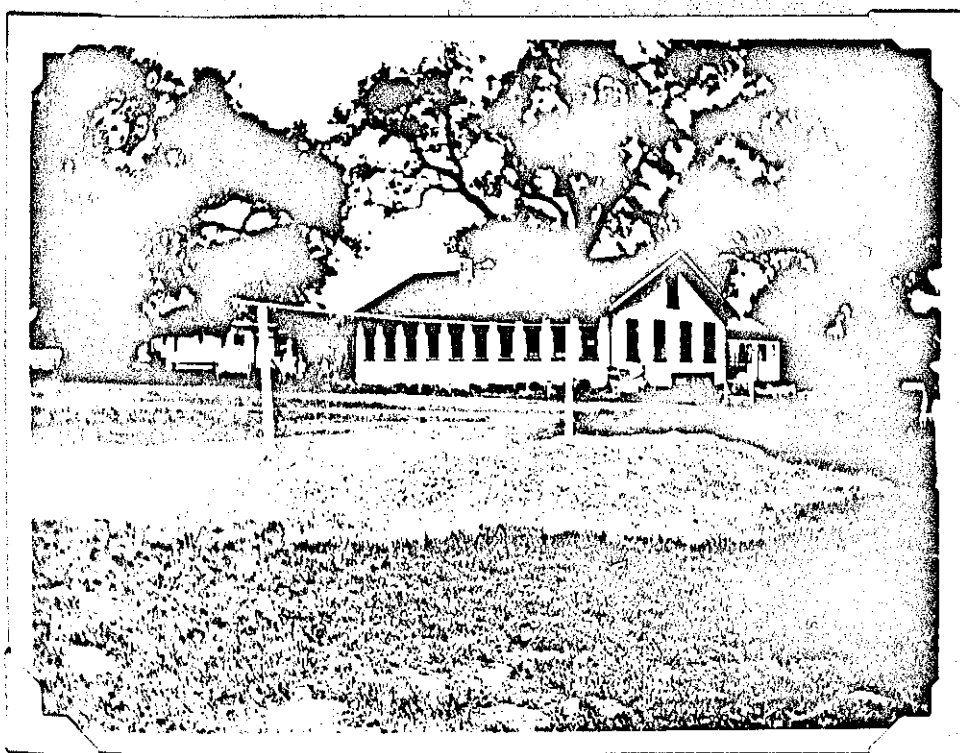
NORTH VIEW OF GYMNASIUM



BASEBALL FIELD



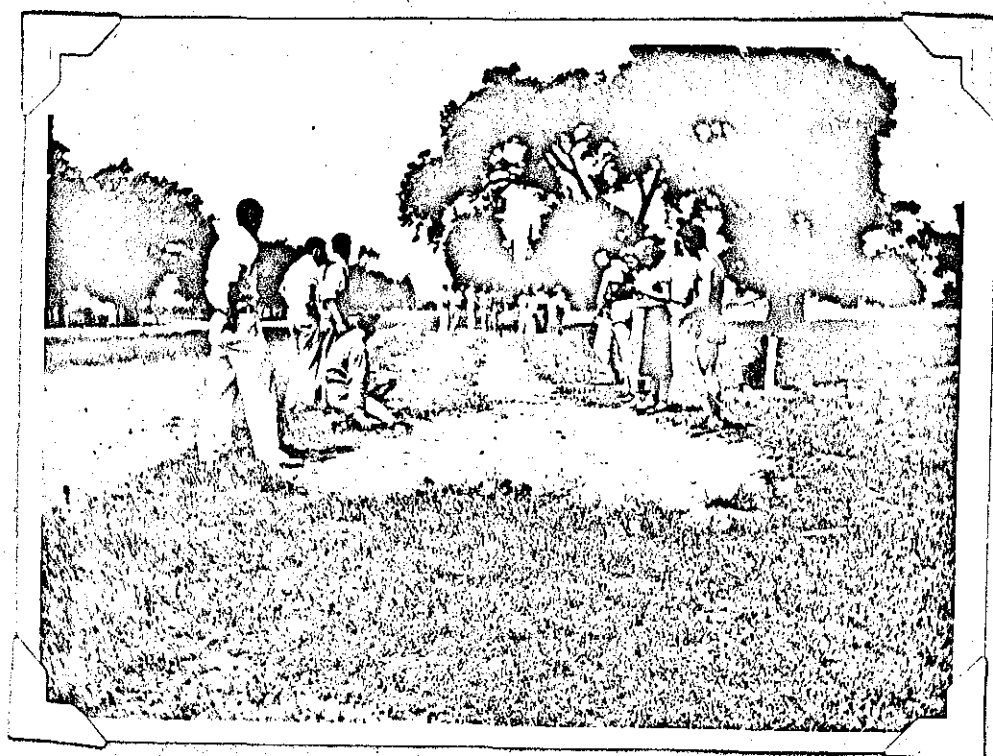
POLE VAULT ✓



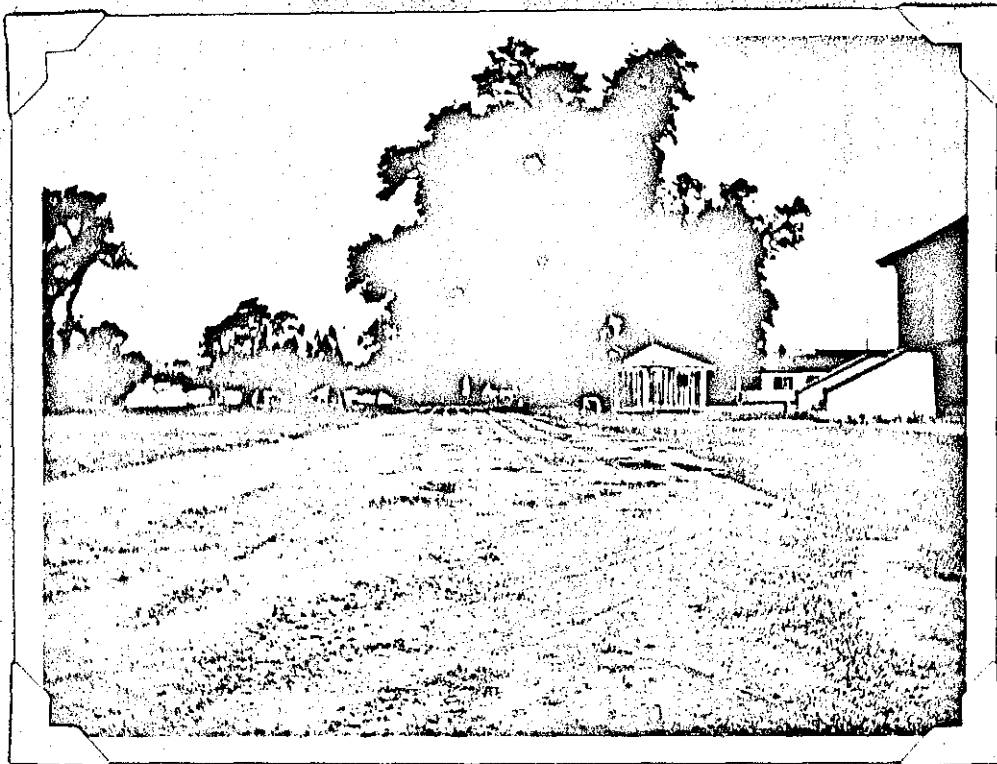
HIGH JUMP



130 LB. CLASS 100 YARD DASH ✓



120 LB. CLASS BROAD JUMP ✓

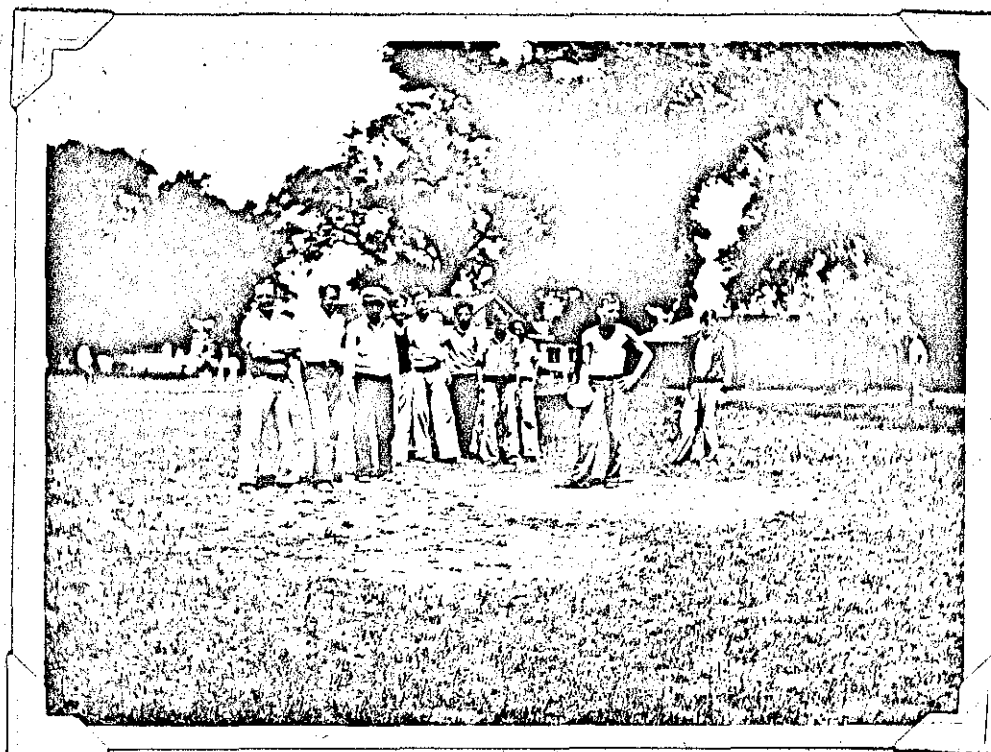


TRACK STRAIGHTAWAY

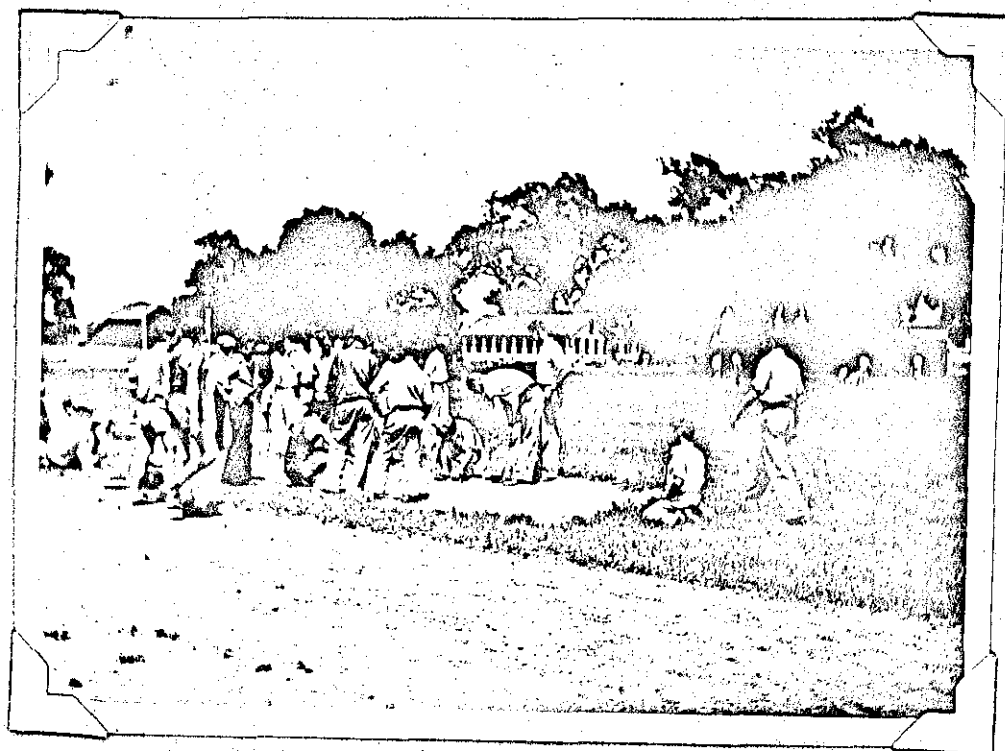


100 YD. DASH UNLIMITED CLASS ✓





110 LB. CLASS DISCUS ✓



BROAD JUMP PIT 120 LB. CLASS ✓

## THE DIRECTOR OF THE PHYSICAL EDUCATION DEPARTMENT

### ADMINISTRATIVE DUTIES

After the general program is organized, the administrative work begins. The instructor must check up on the progress of work (reports), attend to the notices and letters, and care of equipment and arrangement of home office. All this work will be in the hands of the group leaders and assistants handling it.

The following suggestions may be helpful to any prospective physical education instructor in his preparation.

#### IV

### THE DIRECTOR OF INTRAMURAL ATHLETICS

The instructor must:

1. Be a leader.

2. Be a manager.

3. Be a "clock."

4. Be patient.

5. Be understanding.

6. Be sympathetic.

A director possessing these qualities has a very good chance of successfully promoting an intramural program in a small school.

The instructor of sports must have the cooperation of all the faculty, especially the principal. The director must have the approval of the board and the support of the students. The director must be a leader, a manager, a "clock," a patient, a understanding, and a sympathetic.

## DUTIES OF THE PHYSICAL EDUCATION INSTRUCTOR

### AS INTRAMURAL DIRECTOR

After the general program is organized, the supervision work begins. The instructor must check up on the manager's work (reports), attend to the notices and publicity, and care of equipment, and arrangement of schedules. All this work will be in his hands until the group leaders are capable of handling it.

The following suggestions may be helpful to any prospective physical education instructor attempting to establish an intramural program.

The instructor must:

1. Be an organizer
2. Be a supervisor
3. Be a "doer"
4. Be patient
5. Be understanding
6. Be sympathetic

A director possessing these qualities has a very good chance of successfully promoting an intramural program in a small high school.

The intramural director must have the co-operation of all the faculty, especially the principal. The director should have the confidence of the boys, not only of the leaders of the groups, but of all the boys in school.

In starting an intramural program, the director must be patient, for only after the boys get into the spirit of the program will he feel he can leave it entirely in the hands of students. There is a wonderful opportunity to do real good for the boys, as has been pointed out in the previous chapter. The director is reaching the student where no other teacher can. He must sense his responsibility, and to do this, he must have the faith and confidence of the students.

He must be a "worker"; to operate a "do" program, he must be a doer himself. This is especially true in the operation of a new program. The boys will follow a "doer", and where the play is voluntary, the director must work.

His duties are many. In the beginning of the program, where all the ideas, theories and problems are very new to the students, he will have to "go slowly" and explain fully, carefully, and exactly. He must create a certain standard and stick to it. An ability to organize and attend to details is one of the major requirements.

# STATISTICS ON HIGH SCHOOLING ATTENDANCE BACKGROUND FOR 1964

Number of high school students	2,100,000
Number of high school graduates	1,000,000
Number of high school dropouts	1,100,000
Number of high school students by sex	
Male	1,050,000
Female	1,050,000
Number of high school students by race	
White	1,800,000
Negro	200,000
Hispanic	100,000
Other	100,000
Number of high school students by age	
15-17	1,000,000
18-19	1,000,000
20-24	1,000,000
25-29	1,000,000
30-34	1,000,000
35-39	1,000,000
40-44	1,000,000
45-49	1,000,000
50-54	1,000,000
55-59	1,000,000
60-64	1,000,000
65-69	1,000,000
70-74	1,000,000
75-79	1,000,000
80-84	1,000,000
85-89	1,000,000
90-94	1,000,000
95-99	1,000,000
100-104	1,000,000
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115-119	1,000,000
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1710-1714	1,000,000
1715-1719	1,000,000
1720-1724	1,000,000
1725-1729	1,000,000
1730-1	

Apr. 18, 1932

## STATISTICS ON INTERSCHOLASTIC ATHLETICS

## BASKETBALL FOR BOYS

Lightweights	110	10
	120	9
	130	5
	Unlimited	<u>11</u>
	Total	35
Enrollment of boys		78
No. of boys participated		35
Percentage of participation		44.89%

## BASEBALL AND TRACK FOR BOYS

No. of boys participated	55
Enrollment of boys	78
Percentage of participation	70.51%

TOTAL PERCENTAGE FOR INTERSCHOLASTIC PARTICIPATION 73.07%

## STATISTICS FOR CLASS PARTICIPATION

Freshman	24 enrolled	18 part.	75.00%
Sophomore	25 "	13 "	52.00%
Junior	19 "	17 "	89.47%
Senior	10 "	9 "	90.00%

Apr. 18, 1932

## STATISTICS FOR INTRAMURAL ATHLETICS

## LIVE OAK HIGH SCHOOL

## FALL SPORTS

Football, Horseshoes, Free Throwing

Enrollment for intramural sports	74	
Enrollment of boys in school	78	
Percentage of boys participated (Scholarship is included throughout three quarters)		94.87%

## SPRING SPORTS

Tennis, Basketball, Track, Baseball

Enrollment for intramural sports	66	
Enrollment of boys in school	78	
Percentage of boys participated		84.61%

## STATISTICS FOR CLASS PARTICIPATION

Freshman	24 enrolled	22 part.	91.66%
Sophomore	25 "	18 "	72.00%
Junior	19 "	17 "	89.47%
Senior	10 "	9 "	90.00%

Spring Average Percentage	85.78%
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TOTAL AVERAGE, BOTH FALL AND SPRING	90.32%
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## CONCLUSION

The study has shown that the development of leadership in the organization of the school is a continuous process. A favorable opportunity for the development of leadership is provided by the school. This is a continuous process. The school has the development of the boys rather than the girls. The school has realized that the participation of the boys in the school is important. The school will serve as a great source of recreation, as a mental stimulant, as a guide for the boy, as a developer of leadership.

## CONCLUSION

The study has shown that the development of leadership in the school is a continuous process. The school has realized that the participation of the boys in the school is important. The school will serve as a great source of recreation, as a mental stimulant, as a guide for the boy, as a developer of leadership.

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## CONCLUSION

Educators have expressed themselves as favoring student participation in the organization of the school. Intramural athletics offers a favorable opportunity from the administrative viewpoint. This new department which as its objective has the development of the boys rather than athletic teams realizes that student participation and student control in intramural athletics will serve as a great organizer of recreation, as a mental stimulant, as a character builder, as a developer of leadership.

From the early Grecian games to the modern methods of play the idea of training the boys to become better citizens has been the main theory, developing within the student a clearer concept of athletics, promoting better character traits, and establishing better health habits. Intramural athletics can stimulate these above traits in the high school boy.

Intramural athletics in the small high school must stress student leadership. With capable student leaders the program will function very smoothly. Through student leadership the teams acquire good organization, which is an essential element. With good leadership and organization, teams become well balanced and student initiative is given a chance to expand.

Intramural athletics in the small high school can do much towards helping the boys become better citizens.

To create a wholesome attitude towards play, by creating a "play for play's sake" attitude, instead of "win at any cost", is the object of the intramural program.

With ninety percent of the boys playing in the intramural program, the student morale has become good and wholesome. Intramural games give a student an opportunity to participate, to learn the game, and to develop the social side of life.

The intramural athletic program of a small high school must have simplicity, and complete co-operation between the students and the director. The program of intramural athletics can be justified because of the wholesome leisure time activities provided for the students and the fine health habits acquired by them.

The program of intramural athletics is strictly for the students; therefore, matters pertaining to the program should be discussed with the leaders of the teams. This theory of student leadership has proven itself to be essential. Working through the leaders of the teams, the director has an opportunity to reach all the boys in the school. Ever watchful care for future leaders is necessary, giving each boy an equal opportunity to make good, thus showing no favoritism for the good athlete.

The intramural program worked out at Live Oak Union High School has reduced the discipline problem to a minimum, stimulating a desire for participation in the games, giving some knowledge of them. This program gives the student an actual laboratory in which to work out the real experiments of life and its problems.

Intramural athletics in the small high school can be made a very vital part of the curriculum. The director should guide the students, believing that even the mistakes of youth can be utilized for producing better character training and citizenship.

When the possibilities of developing student leadership, initiative and interest are recognized, and when the opportunity of impressing students with the need of assuming responsibility for privileges accorded to them is appreciated as operating in the small high school for many students who could never have comparable opportunities in other fields, the importance of the intramural program of the twentieth-century in the small high school is fully realized.

The boys have asked for the same method of procedure for the intramural program for the next year. The same combination of boys playing on the same teams. The fact that the students are looking towards next year to having a better intramural program proves to the writer that such

a program is usable, desirable and somewhat necessary in any small high school with similar problems and policies.

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INTERNATIONAL SPORTS BOARD OF LIONS CLUB

CHARTER

ARTICLE I

to spread and maintain a high standard of sportsmanship. The International Board of Lions Clubs is the only international organization of this character.

ARTICLE II

International rules shall govern all games played.

APPENDICES

Appendix I  
The game shall be played on a standard size basketball court. The game shall be played on a court which is 28 feet long and 15 feet wide. The game shall be played on a court which is 28 feet long and 15 feet wide.

Teams having to vacate their time to fill or leave shall forfeit game to opponents. All boys must be representatives of respective organizations. No exceptions shall be permissible.

Appendix II  
The game shall be played as follows:

- Two points to be awarded winning team.
- One point to each team in case of tie.
- No points to be awarded losing team.
- Each participant shall count one point.
- For the purpose of this game.

In case of a tie there shall be no play of extra time. Results and minutes agree before to be made.

No protests will be permitted, the game shall stand as the referee decides it.

The official scorekeeper to be appointed before the game starts.

## RULES AND REGULATIONS

### INTRAMURAL SPORTS PROGRAM OF LIVE OAK

### UNION HIGH SCHOOL

#### PURPOSE

To create and maintain a high standard of sportsmanship. To stimulate the student at all times to work for the best interests of his school and team.

#### RULES

##### ARTICLE I

Interscholastic rules shall govern all games played.

##### ARTICLE II

The game shall start within 2 minutes after regular starting time. Team failing to report at that time shall forfeit game. In case both teams fail to show, game is cancelled and no play off shall be allowed.

Teams having to recruit other boys to fill up team shall forfeit game to opponents. All boys playing must be representatives of respective organizations. No exceptions shall be permissible.

##### ARTICLE III

The game shall be counted as follows:

Two points to be awarded winning team.

One point to each team in case of tie.

No points to be awarded losing team.

Each participant shall count one point for his respective team.

In case of a tie there shall be no play off, unless time permits and sponsor agrees before game to said rule.

No protests will be permitted; the game shall stand as the referee awards it.

The official scorekeeper to be appointed by referee before the game starts.

**ARTICLE IV**

The student manager of each team shall be responsible for the ball, scorebook, and record of participants.

The team captain shall be responsible for the team while on the field or floor.

**ARTICLE V**

The general manager shall keep all records of the activities.

The club having the highest number of points shall be given a special award. Said award to be decided upon by a committee appointed by the advisory council.

Further revisions or modifications shall be made as the program progresses and the need for said revision or modification is necessary for the betterment of the program.

### GENERAL MANAGER'S RECORDS

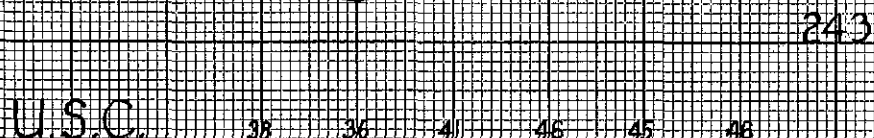
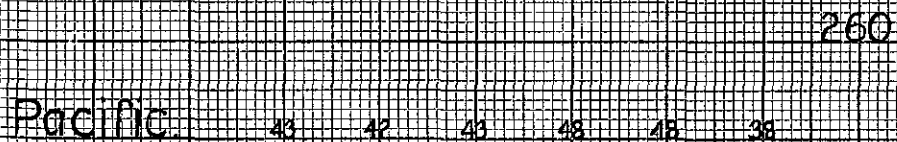
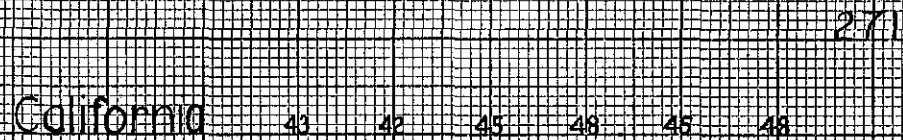
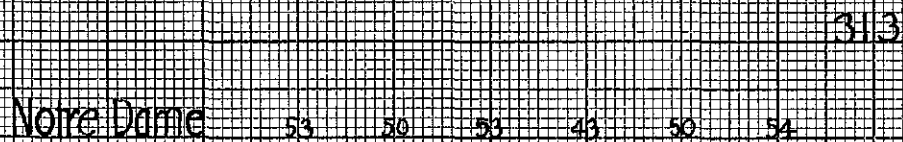
These records will give information regarding the program from October 7, 1932 to April 20, 1933.

The records and reports were tabulated from the general manager's reports, kept by him throughout the year. .

# Football and Horseshoes

## Light Weight and Heavy Weights

### Oct. 7 To Nov. 13



1st week 2nd week 3rd week 4th week 5th week 6th week

## HORSESHOES

## First Week

Oct. 5 -- Calif. vs. Notre Dame.  
Oct. 6 -- Pacific vs. U.S.C.

## Second Week

Oct. 12 -- U.S.C. vs. Notre Dame.  
Oct. 13 -- Calif. vs. Pacific.

## Third Week

Oct. 19 -- Calif. vs. U.S.C.  
Oct. 20 -- Pacific vs. Notre Dame

## Fourth Week

Oct. 26 -- Calif. vs. Notre Dame.  
Oct. 27 -- Pacific vs. U.S.C.

## Fifth Week

Nov. 2 -- U.S.C. vs Notre Dame.  
Nov. 3 -- Calif. vs. Pacific.

## Sixth Week

Nov. 9 -- Calif. vs. U.S.C.  
Nov. 10 -- Notre Dame vs. Pacific

## HORSESHOES

## Lightweights

## First Week

Oct. 7 -- U.S.C. vs. Notre Dame.  
Oct. 8 -- Calif. vs. Pacific.

## Second Week

Oct. 14 -- Calif. vs. Notre Dame.  
Oct. 15 -- Pacific vs. U.S.C.

## Third Week

Oct. 21 -- U.S.C. vs. Calif.  
Oct. 22 -- Notre Dame vs. Pacific.

## Fourth Week

Oct. 28 -- U.S.C. vs. Notre Dame.  
Oct. 29 -- Calif. vs. Pacific.

## Fifth Week

Nov. 4 -- Calif. vs. Notre Dame.  
Nov. 5 -- Pacific vs. U.S.C.

## Sixth Week

Nov. 12 -- U.S.C. vs. Calif.  
Nov. 13 -- Notre Dame vs. Pacific.

FOOTBALL  
Unlimited

First Week

Oct. 7 -- Calif. vs. Notre Dame.  
Oct. 8 -- Pacific vs. U.S.C.

Second Week

Oct. 14 -- U.S.C. vs. Notre Dame.  
Oct. 15 -- Calif. vs. Pacific.

Third Week

Oct. 21 -- Calif. vs. U.S.C.  
Oct. 22 -- Notre Dame vs. Pacific.

Fourth Week

Oct. 28 -- Calif. vs. Notre Dame.  
Oct. 29 -- Pacific vs. U.S.C.

Fifth Week

Nov. 4 -- U.S.C. vs. Notre Dame.  
Nov. 5 -- Calif. vs. Pacific.

Sixth Week

Nov. 18 -- Calif. vs. U.S.C.  
Nov. 13 -- Notre Dame vs. Pacific.



## FOOTBALL

College Sports for Limited and Non-Scholarship

## First Week

Oct. 5 -- Notre Dame vs. U.S.C. Total  
 Oct. 6 -- Calif. vs. Pacific.

## Second Week

Oct. 12 -- Calif. vs. Notre Dame.  
 Oct. 13 -- U.S.C. vs. Pacific.

## Third Week

Oct. 19 -- Calif. vs. U.S.C.  
 Oct. 20 -- Notre Dame vs. Pacific.

## Fourth Week

Oct. 26 -- Notre Dame vs. U.S.C.  
 Oct. 27 -- Calif. vs. Pacific.

## Fifth Week

Nov. 2 -- Calif. vs. Notre Dame.  
 Nov. 3 -- Pacific vs. U.S.C.

## Sixth Week

Nov. 9 -- U.S.C. vs. Calif.  
 Nov. 10 -- Pacific vs. Notre Dame.

## PACIFIC

## Score Sheet for Football and Horseshoes

Date	Event	No. Players	Game	Total
Oct. 15--	carried over from the first two weeks			83
Oct. 20	Football	11	tie	95
Oct. 20	Horseshoes	8	1 game	105
Oct. 22	Horseshoes	10	1 game	117
Oct. 22	Football	9	lost	126
Oct. 27	Football	11	tie	138
Oct. 27	Horseshoes	8	3 game	152
Oct. 29	Horseshoes	10	1 game	164
Oct. 29	Football	8	won	174
Nov. 3	Football	11	tie	186
Nov. 3	Horseshoes	8		194
Nov. 5	Football	8	won	204
Nov. 5	Horseshoes	10	4 game	222
Nov. 10	Football	11	lost	233
Nov. 10	Horseshoes	8	1 game	243
Nov. 13	Horseshoes	11		254
Nov. 13	Football	6	lost	260

## U.S.C.

## Score Sheet for Football and Horseshoes

Date	Event	No. Players	Game	Total
Oct. 15	Football and Horseshoes (carry over 2 weeks			75
Oct. 19	Football	8	lost	83
Oct. 19	Horseshoes	7	2 game	94
Oct. 21	Horseshoes	11	1 game	107
Oct. 21	Football	7	won	116
Oct. 26	Football	11	lost	127
Oct. 27	Horseshoes	7	1 game	136
Oct. 28	Horseshoes	9		145
Oct. 29	Football	7	lost	152
Nov. 2	Horseshoes	8	2 game	164
Nov. 3	Football	11	tie	176
Nov. 4	Football	8	lost	184
Nov. 5	Horseshoes	11	1 game	197
Nov. 9	Horseshoes	8	1 game	207
Nov. 9	Football	10	won	219
Nov. 12	Horseshoes	11	2 game	234
Nov. 12	Football	8	tie	243

## CALIFORNIA

## Score Sheet for Football and Horseshoes

Date	Event	No. players	Game	Total
Oct. 15	Football and Horseshoes (carry over 2 weeks			85
Oct. 19	Horseshoes	10	1 game	97
Oct. 19	Football	8	1 game	106
Oct. 21	Horseshoes	10	3 games	122
Oct. 21	Football	8	lost	130
Oct. 26	Horseshoes	8	1 game	140
Oct. 27	Football	11	lost	151
Oct. 28	Football	8	lost	159
Oct. 29	Horseshoes	10	4 games	177
Nov. 2	Football	10	tie	188
Nov. 3	Horseshoes	8	2 games	200
Nov. 4	Horseshoes	10	2 games	214
Nov. 5	Football	8	lost	222
Nov. 9	Horseshoes	8	2 games	234
Nov. 9	Football	11	lost	245
Nov. 12	Horseshoes	11	3 games	262
Nov. 12	Football	8	tie	271

## Notre Dame

## Score Sheet for Football and Horseshoes

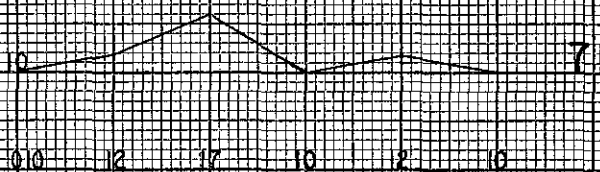
Date	Event	No. players	Game	Total
Oct. 15--	carried over from first 2 weeks			103
Oct. 20	Horseshoes	8	2 games	115
Oct. 20	Football	11	tie	127
Oct. 22	Football	8	won	137
Oct. 22	Horseshoes	11	4 games	156
Oct. 26	Horseshoes	8	2 games	168
Oct. 26	Football	10	won	180
Oct. 28	Football	8	won	190
Oct. 28	Horseshoes	11	4 games	209
Nov. 2	Horseshoes	8	2 games	221
Nov. 2	Football	11	tie	233
Nov. 4	Horseshoes	11	3 games	250
Nov. 4	Football	8	tie	259
Nov. 9	Horseshoes	8	2 games	271
Nov. 9	Football	11	won	284
Nov. 12	Football	8	won	294
Nov. 12	Horseshoes	11	4 games	313

# Free Throws

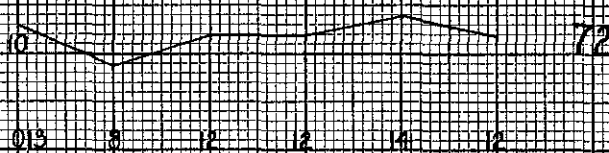
## Heavy Weights and Light Weights

### Nov. 13 to Nov. 24

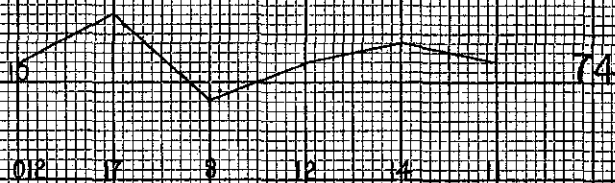
U.S.C.



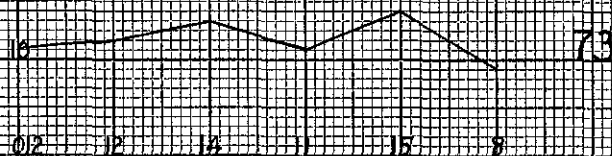
California



Pacific



Notre Dame



1st day    2nd day    3rd day    4th day    5th day    6th day

(Sample Copy)  
INTRAMURAL

FREE THROW CONTEST

Date	Team--Lightweight	Date	Team--Heavyweight
Nov. 17	Notre Dame vs. California	Nov. 17	Pacific vs. U.S.C
Nov. 18	Pacific vs. U.S.C.	Nov. 18	Notre Dame vs. California
Nov. 19	Notre Dame vs. Pacific	Nov. 19	Pacific vs. California
Nov. 20	California vs. Pacific	Nov. 20	U.S.C. vs. Notre Dame
Nov. 23	Notre Dame vs. Pacific	Nov. 23	Pacific vs. Notre Dame
Nov. 24	U.S.C. vs. California	Nov. 24	U.S.C. vs. California

THE FREE THROWING WILL BE CONDUCTED THE SAME AS HORSE-SHOES--TWO MEN MAKE A TEAM--EACH MAN THROWS 10 SHOTS--THE TOTAL NUMBER MADE BY THE TEAM (2 men) COUNTS TOWARDS WINNING --IN CASE OF A TIE 1 PT. TO BE AWARDED EACH TEAM--2 PTS. FOR WINNING.

-----BE ON TIME-----

START SHOOTING AS SOON AS MEN ARRIVE.

KEEP OWN SCORE AND NOTIFY MGR. OF RESULT. (WON OR LOST)

## SCORE SHEET FOR FREE THROWS

Date	No. players	Game	Total
<u>Pacific</u>			
Nov. 17	8	2	12
Nov. 18	11	3	29
Nov. 19	8	0	37
Nov. 20	10	1	49
Nov. 23	10	2	63
Nov. 23	8	1-tie	74
<u>Notre Dame</u>			
Nov. 17	11	0	11
Nov. 18	8	2	23
Nov. 19	11	2	38
Nov. 20	7	2	49
Nov. 23	11	2	64
Nov. 24	7	1	73
<u>California</u>			
Nov. 17	7	3	13
Nov. 18	7	1	22
Nov. 19	8	2	34
Nov. 20	11	1-tie	46
Nov. 24	11	1-tie	60
Nov. 23	8	2	72
<u>U.S.C.</u>			
Nov. 17	8	1	10
Nov. 18	10	1	22
Nov. 19	11	2	39
Nov. 20	8	1	49
Nov. 24	14	3	71



## Basket Ball Scores

Nov. 30 to Dec. 18

1931

USC

21

21

21

63

California

19

22

16

57

Pacific

18

9

8

55

Notre Dame

18

17

18

54

1st  
week2nd  
week3rd  
week

## BASKETBALL

## Unlimited:

## First Week

Dec. 2 --- Calif. vs. Notre Dame.  
Dec. 3 --- Pacific vs. U.S.C.

## Second Week

Dec. 9 --- U.S.C. vs. Notre Dame.  
Dec. 10 -- Calif. vs. Pacific.

## Third Week

Dec. 16 -- Calif. vs. U.S.C.  
Dec. 17 -- Notre Dame vs. Pacific.

## Lightweights:

## First Week

Nov. 30 -- U.S.C. vs. Notre Dame.  
Dec. 1 --- Calif. vs. Pacific.

## Second Week

Dec. 7 --- Calif. vs. Notre Dame.  
Dec. 8 --- Pacific vs. U.S.C.

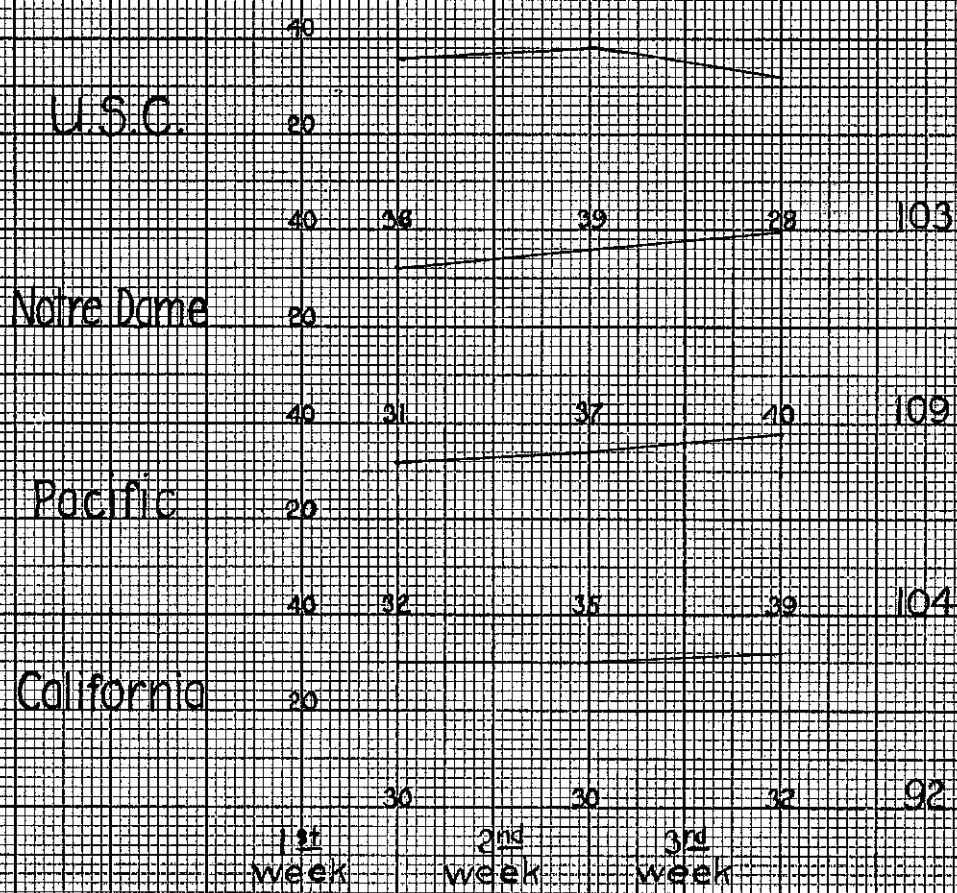
## Third Week

Dec. 14 -- Calif. vs. U.S.C.  
Dec. 15 -- Pacific vs. Notre Dame.

## SCORE SHEET FOR BASKETBALL

Date	No. players	Game	Total
<u>U.S.C.</u>			
Nov. 30	11	0	11
Dec. 3	8	2	21
Dec. 8	11	0	32
Dec. 9	8	2	42
Dec. 14	11	0	53
Dec. 16	8	2	63
<u>California</u>			
Dec. 1	10	0	10
Dec. 2	9	0	19
Dec. 10	8	2	29
Dec. 15	10	2	41
Dec. 17	8	0	49
Jan. 5	8	0	57
<u>Pacific</u>			
Dec. 3	8	0	8
Dec. 8	10	0	18
Dec. 10	8	0	26
Dec. 15	11	0	37
Jan. 5	8	2	47
Jan. 7	8	0	55
<u>Notre Dame</u>			
Dec. 2	9	0	9
Dec. 9	8	0	17
Nov. 30	9	2	28
Dec. 7	8	0	36
Dec. 15	11	2	49
Dec. 17	5	0	54

Football -- Light Weights  
Basket Ball - Heavy Weights  
Jan. 18 To Feb. 5



## BASKETBALL

## Heavyweights

## First Week

Jan. 18 -- Pacific vs. Notre Dame.  
Jan. 19 -- U.S.C. vs. Calif.  
Jan. 20 -- Calif. vs. Pacific.  
Jan. 21 -- U.S.C. vs. Notre Dame.

## Second Week

Jan. 25 -- Pacific vs. U.S.C.  
Jan. 26 -- Notre Dame vs. Calif.  
Jan. 27 -- U.S.C. vs. Calif.  
Jan. 28 -- Notre Dame vs. Pacific.

## Third Week

Feb. 1 -- U.S.C. vs. Notre Dame.  
Feb. 2 -- Calif. vs. Pacific.  
Feb. 3 -- Calif. vs. Notre Dame.  
Feb. 4 -- Pacific vs. U.S.C.

## FOOTBALL

## Lightweights

## First Week

Jan. 18 -- U.S.C. vs. Calif.  
 Jan. 19 -- Notre Dame vs. Pacific.  
 Jan. 20 -- U.S.C. vs. Notre Dame.  
 Jan. 21 -- Pacific vs. Calif.

## Second Week

Jan. 25 -- Notre Dame vs. Calif.  
 Jan. 26 -- Pacific vs. U.S.C.  
 Jan. 27 -- Notre Dame vs. Pacific.  
 Jan. 28 -- U.S.C. vs. Calif.

## Third Week

Feb. 1 -- Calif. vs. Pacific.  
 Feb. 2 -- U.S.C. vs. Notre Dame.  
 Feb. 3 -- Pacific vs. U.S.C.  
 Feb. 4 -- Calif. vs. Notre Dame.

SCORE SHEET FOR LIGHTWEIGHT TOUCH FOOTBALL  
AND HEAVYWEIGHT BASKETBALL

(Jan. 18 to Feb. 22)

Date	Event	No. players	Game	Total
<u>Notre Dame</u>				
Jan. 18	Basketball	6	2	8
Jan. 19	Football	7	tie	16
Jan. 20	Football	10	0	26
Jan. 21	Basketball	5	0	31
Jan. 25	Football	10	2	43
Jan. 26	Basketball	6	2	51
Jan. 27	Football	10	tie	62
Jan. 28	Basketball	6	0	68
Feb. 4	Football	11	2	81
Feb. 9	Basketball	6	2	89
Feb. 10	Basketball	6	2	97
Feb. 16	Football	10	2	109
<u>Pacific</u>				
Jan. 18	Basketball	5	0	5
Jan. 19	Football	10	tie	16
Jan. 20	Basketball	5	0	21
Jan. 21	Football	9	2	32
Jan. 25	Basketball	6	0	38
Jan. 26	Football	10	0	48
Jan. 27	Football	10	tie	59
Jan. 28	Basketball	6	2	67
<u>U.S.C.</u>				
Jan. 18	Football	7	2	9
Jan. 19	Basketball	5	2	16
Jan. 20	Football	10	2	28
Jan. 21	Basketball	6	2	36
Jan. 25	Basketball	5	2	43
Jan. 26	Football	10	2	55
Jan. 27	Basketball	6	2	63
Jan. 28	Football	10	2	75
Feb. 9	Basketball	5	0	80
Feb. 11	Basketball	5	2	87
Feb. 16	Football	10	0	97
Feb. 22	Football	6	0	103

Date	Event	No. players	Game	Total
<u>California</u>				
Jan. 18	Football	10	0	10
Jan. 19	Basketball	5	0	15
Jan. 20	Basketball	5	0	20
Jan. 21	Football	8	2	30
Jan. 25	Football	10	0	40
Jan. 26	Basketball	6	0	46
Jan. 27	Basketball	6	0	52
Jan. 28	Football	8	0	60
Feb. 4	Football	10	0	70
Feb. 8	Basketball	6	0	76
Feb. 10	Basketball	6	0	82
Feb. 11	Football	10	0	92



Basket Ball  
Light Weights  
Feb. 22 to Mar. 11

Notre Dame

26

24

25

75

Pacific

24

25

24

73

California

19

22

22

63

U.S.C.

21

22

24

67

1st

2nd

3rd

week

week

week

## BASKETBALL FOR LIGHTWEIGHTS

There must be at least 8 men out on each team - two games to be played at the same time - A court and B court.

Feb. 22 to Mar. 10

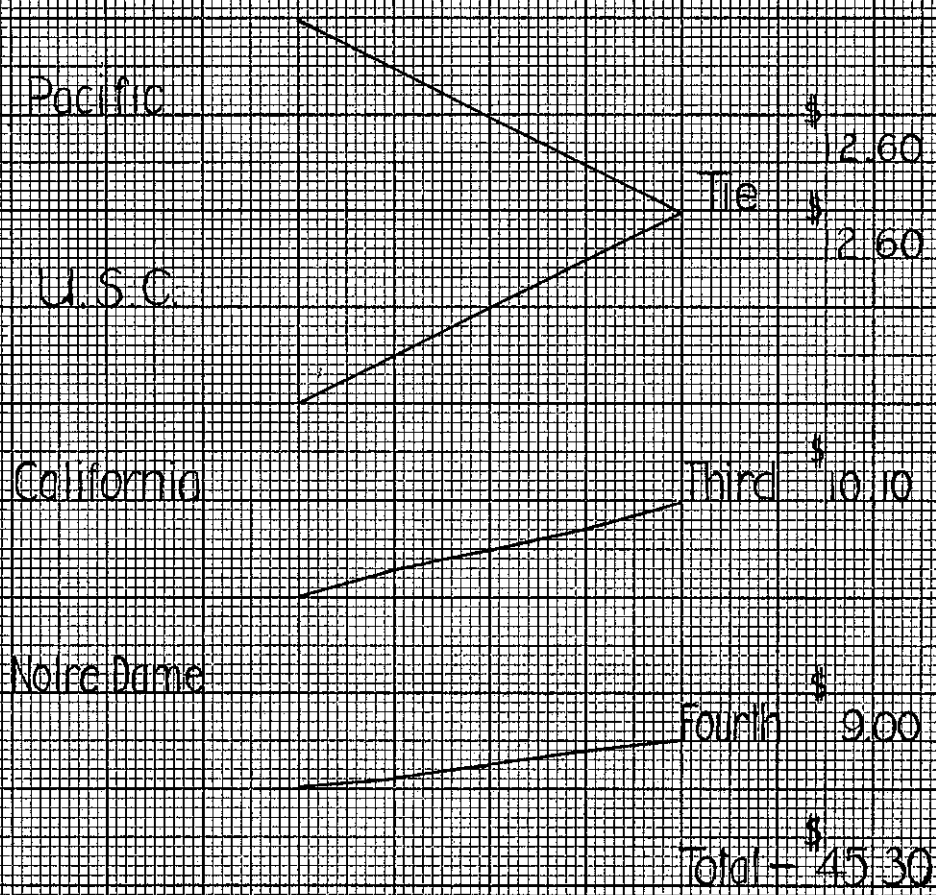
Feb. 22 -- U.S.C. vs. Calif.  
 Feb. 23 -- Pacific vs. Notre Dame.  
 Feb. 24 -- Pacific vs. Calif.  
 Feb. 25 -- U.S.C. vs. Notre Dame.  
 Feb. 29 -- Calif. vs. Notre Dame.  
 Mar. 1 -- Pacific vs. U.S.C.  
 Mar. 2 -- Pacific vs. Notre Dame.  
 Mar. 3 -- U.S.C. vs. Calif.  
 Mar. 7 -- Pacific vs. Calif.  
 Mar. 8 -- U.S.C. vs. Notre Dame.  
 Mar. 9 -- Pacific vs. U.S.C.  
 Mar. 10 -- Calif. vs. Notre Dame.

## SCORE SHEET FOR LIGHTWEIGHT BASKETBALL

Date	No. players	Game	Total
<u>Notre Dame</u>			
Feb. 23	10	2	12
Feb. 25	10	2	24
Feb. 29	10	4	38
Mar. 2	10	2	50
Mar. 8	10	2	62
Mar. 10	11	2	75
<u>Pacific</u>			
Feb. 23	10	2	12
Feb. 24	10	2	24
Mar. 1	10	3	37
Mar. 2	10	2	49
Mar. 7	10	2	61
Mar. 9	10	2	73

Date	No. players	Game	Total
<u>U.S.C.</u>			
Feb. 22	8	1	9
Feb. 25	10	0	19
Mar. 1	8	2	29
Mar. 3	8	4	41
Mar. 8	8	2	52
Mar. 9	11	4	67
<u>California</u>			
Feb. 22	9	0	9
Feb. 24	10	0	19
Feb. 28	10	0	29
Mar. 3	10	0	39
Mar. 7	10	2	51
Mar. 10	10	2	63

# Ticket Sale by Intramural Teams for Show Mar 8 To Mar 18



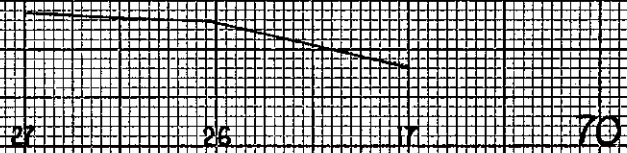
2 weeks 5 days

Base Ball

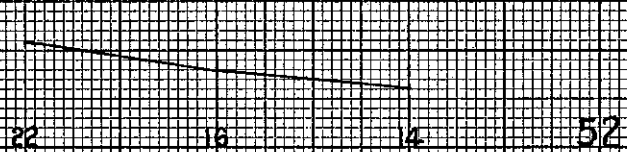
Heavy Weights

Mar. 8 To 27-Vacation-Mar. 28 To Apr. 8

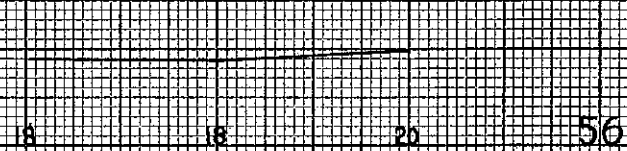
Pacific



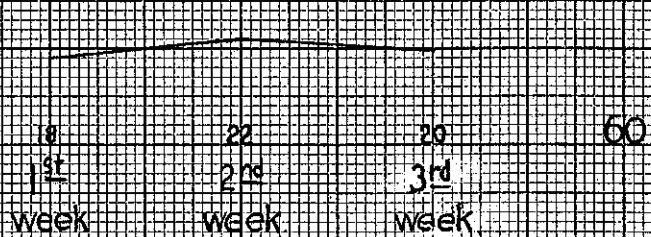
California



U.S.C.



Notre Dame



BASEBALL SCHEDULE FOR  
HEAVYWEIGHTS

March 7 to March 18

Pacific and California

vs.

U.S.C. and Notre Dame

March 28 to April 1

California and U.S.C.

vs.

Pacific and Notre Dame

April 4 to April 8

U.S.C. and Pacific

vs.

Notre Dame and California

## SCORE SHEET FOR BASEBALL

## Heavyweights

Date	No. players	Game	Total
<u>Notre Dame</u>			
March 7	5	0	5
March 11	4	0	9
March 12	5	0	14
March 14	4	0	18
March 28	5	2	25
March 29	4	0	29
March 30	6	2	37
March 31	4	0	31
April 4	4	2	37
April 5	5	0	42
April 6	4	2	48
April 7	4	0	52
<u>Pacific</u>			
March 7	5	2	7
March 11	5	2	14
March 12	3	2	19
March 14	6	2	27
March 28	6	2	35
March 29	5	0	40
March 30	6	2	48
March 31	5	0	53
April 4	5	0	58
April 5	3	2	63
April 6	3	0	66
April 7	2	2	70

Date	No. players	Game	Total
<u>California</u>			
March 7	5	2	7
March 11	4	2	13
March 12	3	2	18
March 14	2	2	22
March 28	3	0	25
March 29	5	2	32
March 30	2	0	34
March 31	2	2	38
April 4	3	2	43
April 5	2	0	45
April 6	2	2	49
April 7	3	0	52
<u>U.S.C.</u>			
March 7	5	0	5
March 11	4	0	9
March 14	5	0	14
March 12	4	0	18
March 28	3	0	21
March 29	2	2	25
March 30	4	0	29
March 31	5	2	36
April 4	4	0	40
April 5	5	2	47
April 6	3	0	50
April 7	3	2	56



# Track and Field

Apr. 11

Apr. 20

Totals

Notre  
Dome

92 118 107½ 123½ 47 43 25

554½

Calif.

88½ 95½ 100½ 120½ 46 35 12

500½

Pacific

72 84½ 93 89½ 28 38 5

390½

USC

76½ 83 71 61½ 29 30 10

374½

Apr. 11 Apr. 12 Apr. 13 Apr. 14 Apr. 18 Apr. 19 Apr. 20

Field Events

Track Events

## TRACK EVENTS

April 11 to April 20

Monday, April 11, 1932

## Events

Unlimited	Football throw
130's	Pole vault
120's	Shot Put (8lb.)
110's	High Jump

## Scores

Notre Dame	92
Pacific	88½
California	72
U.S.C.	70½

Tuesday, April 12, 1932

## Events

Unlimited	Pole vault
130's	High jump
120's	Football throw
110's	Shot Put (8lb.)

## Scores

Notre Dame	118
Pacific	95½
California	84½
U.S.C.	83

Wednesday, April 13, 1932

## Events

Unlimited	Shot put
130's	Football throw
120's	High jump
110's	Pole vault

Wednesday, April 13, 1932

Scores

Notre Dame	107 $\frac{1}{2}$
Pacific	100 $\frac{1}{2}$
California	93
U.S.C.	71

Thursday, April 14, 1932

Events

Unlimited	High jump
130's	Shot put
120's	Pole vault
110's	Football throw

Scores

Notre Dame	123 $\frac{2}{5}$
Pacific	120 $\frac{3}{10}$
U.S.C.	89 $\frac{1}{5}$
California	61 $\frac{1}{10}$

Monday, April 18, 1932

Events

Unlimited	50 yd. dash
130's	Broad jump
120's	50 yd. dash
110's	100 yd. dash

Scores

Pacific	46
Notre Dame	40
U.S.C.	29
California	28

Tuesday, April 19, 1932

Events

Unlimited	100 yd. dash
130's	100 yd. dash
120's	100 yd. dash
110's	50 yd. dash

Scores

Notre Dame	43
California	38
Pacific	35
U.S.C.	30

Wednesday, April 20, 1932

Event

Relay--12 men running from each  
team--100 yds. apiece.

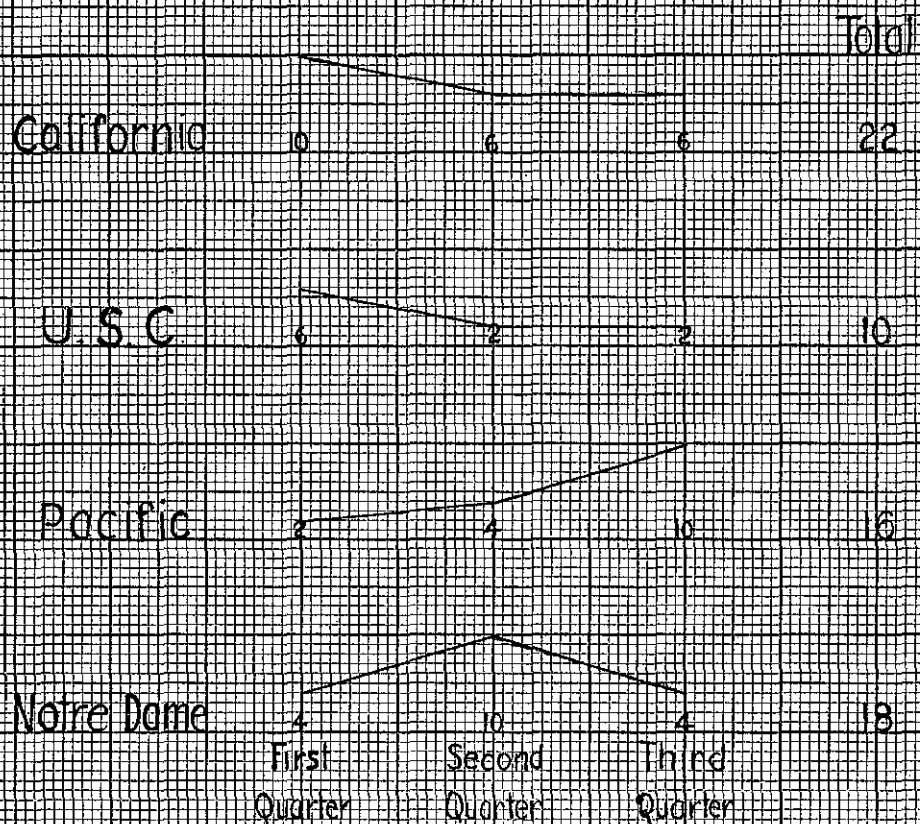
Scores

Notre Dame	25
Pacific	15
U.S.C.	10
California	5

TOTAL POINTS FOR TRACK TO DATE

Notre Dame	554 4/5
Pacific	500 9/10
California	390 7/10
U.S.C.	374 1/10

## Scholarship



## Scholarship

Notre Dame

Pacific

U.S.C.

California

Grade  
Points

131

171

161

128

142

137

139

150

132

142

170

156

## SCORE SHEET OF INTRAMURAL ATHLETIC

PROGRAM -- 1931 -- 1932

## NOTRE DAME

Oct. 7 to Nov. 13

Football and Horseshoes	313
Lightweights and Heavyweights	

Nov. 17 to Nov. 24

Free Throwing Contest	73
Lightweights and Heavyweights	

Nov. 30 to Dec. 18

Basketball	54
Lightweights and Heavyweights	

Jan. 18 to Feb. 5

Football and Basketball	109
Lightweights and Heavyweights	

Feb. 22 to Mar. 11

Basketball	75
Lightweights	

Mar. 8 to Mar. 18

Ticket sales for intramural play	5
Lightweights and Heavyweights	

Mar. 28 to Apr. 8 -- Mar. 7 to Mar. 18

Baseball	60
Lightweights and Heavyweights	

April 11 to April 20

Track	529 4/5
Lightweights and Heavyweights	

Scholarship for Three Quarters	19
TOTAL POINTS	1237 4/5

## SCORE SHEET OF INTRAMURAL ATHLETICS

Oct. 7 to Apr. 20

## PACIFIC

Oct. 7 to Nov. 13

Football and Horseshoes	260
Lightweights and Heavyweights	

Nov. 17 to Nov. 24

Free Throwing Contests	74
Lightweights and Heavyweights	

Nov. 30 to Dec. 18

Basketball	55
Lightweights and Heavyweights	

Jan. 18 to Feb. 5

Football and Basketball	104
Lightweights and Heavyweights	

Feb. 22 to Mar. 11

Basketball	73
Lightweights	

Mar. 8 to Mar. 18

Ticket sales for intramural play	20
Lightweights and Heavyweights	

Mar. 28 to Apr. 9

Baseball	70
Lightweights and Heavyweights	

Apr. 11 to Apr. 20

Track	485 9/10
Lightweight and Heavyweight	

Scholarship for Three Quarters	16
TOTAL POINTS	1157 9/10



## SCORE SHEET FOR INTRAMURAL ATHLETICS

Oct. 7 to Apr. 20

## CALIFORNIA

Oct. 7 to Nov. 13

Football and Horseshoes	271
Lightweights and Heavyweights	

Nov. 17 to Nov. 24

Free Throwing Contest	72
Lightweights and Heavyweights	

Nov. 30 to Dec. 18

Basketball	57
Lightweights and Heavyweights	

Jan. 18 to Feb. 5

Football and Basketball	92
Lightweights and Heavyweights	

Feb. 22 to Mar. 11

Basketball	63
Lightweights	

Mar. 8 to Mar. 18

Ticket sales for intramural play	15
Lightweights and Heavyweights	

Mar. 28 to Apr. 9 -- Mar. 7 to Mar. 18

Baseball	52
Lightweights and Heavyweights	

April 11 to April 20

Track	380 7/10
Lightweights and Heavyweights	

Scholarship for Three Quarters	<u>21</u>
TOTAL POINTS	1023 7/10

## SCORE SHEET OF INTRAMURAL ATHLETICS

Oct. 7 to Apr. 20

## U.S.C.

Oct. 7 to Nov. 13

Football and Horseshoes	243
Lightweights and Heavyweights	

Nov. 17 to Nov. 24

Free Throwing Contest	71
Lightweights and Heavyweights	

Nov. 30 to Dec. 18

Basketball	63
Lightweights and Heavyweights	

Jan. 18 to Feb. 5

Football and Basketball	103
Lightweights and Heavyweights	

Feb. 22 to Mar. 11

Basketball	67
Lightweights	

Mar. 8 to Mar. 18

Ticket sales for intramural play	20
Lightweights and Heavyweights	

Mar. 28 to Apr. 9 -- Mar. 7 to Mar. 18

Baseball	56
Lightweights and Heavyweights	

Apr. 11 to Apr. 20

Track	369 1/10
Lightweights and Heavyweights	

Scholarship for Three Quarters	<u>10</u>
TOTAL POINTS	1002 1/10

INTRAMURAL SCORES FOR THE YEAR  
1931-1932 BY THE "OLYMPIC PENTATHALON METHOD" OF SCORING

NOTRE DAME

Events	Place
Football and Horseshoes	1
Free Throws	2
Basketball Lightweights	4
Football Lightweights	1
Basketball Heavyweights	
Basketball Lightweights	1
Baseball	2
Track and Field	1
Scholarship	2
Total points	<u>14</u>

PACIFIC

Football and Horseshoes	3
Free Throws	1
Basketball Lightweights	3
Basketball and Football	2
Basketball Lightweights	2
Baseball	1
Track and Field	2
Scholarship	3
Total points	<u>17</u>

CALIFORNIA

Football and Horseshoes	3
Free Throws	3
Basketball Lightweights	2
Basketball and Football	4
Basketball Lightweights	4
Baseball	4
Track and Field	3
Scholarship	1
Total points	<u>22</u>

U.S.C.

Football and Horseshoes	4
Free Throws	4
Basketball Lightweights	1
Football and Basketball	3
Basketball Lightweights	3
Baseball	3
Track and Field	4
Scholarship	4
Total points	<u>26</u>

## NON-PARTICIPANTS

The boys not participating in the intramural program number fifteen, and of these fifteen boys, five are under doctors' orders not to participate in physical education, four of them feel that orchestra three times a week is sufficient work for noon period, while the remaining six boys are not the athletic type, and would not respond to any type of physical exercise.

The latter type of boy is the one that the intramural program may interest later on, but the progress will be slow. The following statements are the reasons set forth by the six students.

1. This student lives too far away from school, and goes home for dinner, thereby eliminating any chance to play.
2. This student is the self-conscious type; he would rather stand around the halls at noon.
3. This boy stated he was too busy working on the "Annual" at noon, getting subscriptions and doing general manager work.
4. This boy is the type of student that wants to see the other fellow do the work.
5. This boy is a Japanese who has to work at home after school, so he studies during noon period.
6. This boy is the "talking" type, enjoys standing in the halls and talking of "nothing in particular and everything in general". He played during the fall, but lost interest and dropped out.

Of the number of boys not actively participating in the program at the present time, six of them started to play at the beginning but their interest lagged and they dropped out at Christmas time. With the continuance of the program during the next year it is hoped that these students will participate. The fact that they liked to watch the others indicates that a little persuasion and interest in them may foster a desire to play.

(These are the answers of 66 boys participating in the program.)

QUESTIONNAIRE  
INTRAMURAL

1. How long is the period of time between your lunch and when you play?  
 32 -- 10 min.                      6 -- 5 min.                      1 -- 8 min.  
 20 -- 15 min.                      4 -- 12 min.                      3 -- 20 min.
2. Do you feel any physical defects from playing?  
 8 -- yes  
 58 -- no
3. What are they?  
 7 -- feel a little tired.  
 1 -- feels a little dizzy at times.
4. What would you do if you didn't play?  
 61-- nothing.                      2--study  
 1--work (on school paper)       2--try to find something to do.
5. Do you eat a heavy or light lunch?  
 All variations, but 43 eat their lunch at school.
6. Do you eat any differently on the days you play?  
 Mostly no. 1 did because of track.
7. Do you notice any physical weakness from a heavy meal, after playing?  
 4 felt a little dizzy and slow.
8. What are they?  
 Dizziness and fatigue.
9. Did you have them before you played in the program?  
 No was the consensus of opinion.
10. Does the light meal affect you physically?  
 1 felt a little weaker. No effect on rest.
11. Describe your regular lunch meal.  
 Sandwiches. Home meals.
12. Where do you eat--at school or restaurant?  
 43 -- school.  
 17 -- home.  
 6 -- restaurant.

(Of the 8 feeling physical defects 3 are underweight.)